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

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

PUBLIC PARTICIPATION GUIDELINES

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

NOTICE is hereby given that a telephonic meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at 6:30 p.m., on Tuesday, February 15, 2022. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in compliance with the Order issued by the Sacramento County Health Officer on January 6, 2022, directing all public meetings in the county to occur virtually until further notice, this Board of Education meeting will be held telephonically. Staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

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

1. Online Submission of Public Comment. Members of the public may submit written comments by using the comment form located on the district website at http://www.sanjuan.edu/boardmeeting. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.
2. Zoom Video Conferencing. Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at http://www.sanjuan.edu/boardmeeting. Board Bylaw 9323 limits public comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

Please be aware that public comments, including your name, become part of the public record.

Alternatively, you can view the board meeting on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's YouTube channel or by visiting https://www.sanjuan.edu/boardmeeting where the link will be posted approximately 15 minutes prior to the start of the meeting.

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

Board of Education Agenda
February 15, 2022

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:45 p.m.
1. Visitor Comments (for closed session agenda items only)
   Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

B. CLOSED SESSION – 5:45 p.m.
1. Student expulsions in four cases (Education Code section 48918[f]).

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

D. APPROVAL OF THE MINUTES – January 25, 2022, regular meeting, pages 2404-2407.

E. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 p.m.
1. Recognitions
a. National School Social Work Week (Calvin)
Action: The superintendent is recommending that the board adopt Resolution No. A-410 proclaiming March 6-12 as National School Social Work Week.

b. Arts Education Month (Townsend-Snider)

Action: The superintendent is recommending that the board adopt Resolution No. A-411 proclaiming the month of March as Arts Education Month.

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

F. VISITOR COMMENTS – 7:00 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-8 – 7:30 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-8, 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 reassignments/change in work year.

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

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

4. Acceptance of the following gifts: (# = donor's estimate)
   Bella Vista High School: from Fair Oaks Rotary – for library grant: $500.
   Camp Winthers: from Elaine Bonnington: $2,000.
   Family and Community Engagement: from Ivory Rubin – for five $50 gas cards for families who have an emergency need: $250.
   Laurel Ruff Transition School: from Columbian Foundation Supporting People With Intellectual Disabilities: $2,340.75.
   San Juan High School: from Five Below – for classroom supplies: $431.82.
   Skycrest Elementary School: from Five Below – for classroom supplies: $394.53.

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

6. *Approval of the following board policies (BP) as required by state and local law (annual policy review): BP 3430 Investing and Debt Management, BP 6145 Extracurricular/Cocurricular Activities, BP 6020 Parent Involvement, BP 5116.1 Intradistrict Open Enrollment (Discussed: 01/25/2022).

7. *Adoption of Resolution No. 4007 approving the district's membership in the Statewide Educational Wrap Up Program (SEWUP) to use for cost effective construction specific insurance to protect the financial interests of the district and bond.

8. *Certification that the January 25, 2022, absence of board member Paula Villescaz occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Local Control and Accountability Plan (LCAP) Mid-Year Update – 7:35 p.m. (Bassanelli)

Material provided.

Report: regarding the 2021-2022 LCAP mid-year update and the new required supplement to the LCAP Annual Update.

2. Choices Charter School Local Control and Accountability Plan (LCAP) Mid-Year Update – 8:00 p.m. (Ginter)
Material provided.

Report: regarding the 2021-2022 LCAP mid-year update and the new required supplement to the LCAP Annual Update for Choices Charter School.

3. Redistricting Trustee Map Boundaries – 8:10 p.m. (Simlick)
Material provided. (Discussed/Public Hearings: 11/16/2021; 12/14/2021; 01/25/2022)

Discussion/Action: The superintendent is recommending that the board discuss the proposed trustee-area maps and adopt Resolution No. 4006 approving adjustments to the boundaries of the districts trustee areas pursuant to Education Code section 5019.5.

4. COVID-19 Update – 8:20 p.m. (Kern)
Material provided.

Discussion: regarding an update on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

5. Recommendation for Reduction in Particular Kinds of Services (TK-12 Certificated) – 8:30 p.m. (Oropallo)
Material provided.

Discussion: regarding Resolution No. 3099, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4000, establishing criteria to apply to break a tie in seniority for TK-12 certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 03/08/2022.

6. Recommendation for Reduction in Particular Kinds of Services (Early Childhood Education) – 8:35 p.m. (Oropallo)
Material provided.

Discussion: regarding Resolution No. 4001, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4002, establishing criteria to apply to break a tie in seniority for early childhood education certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 03/08/2022.

7. Recommendation for Reduction in Particular Kinds of Services (Adult Education) – 8:40 p.m. (Oropallo)
Material provided.

Discussion: regarding Resolution No. 4003, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4004, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 03/08/2022.

8. Notice of Intent to Reduce Classified Positions – 8:45 p.m. (Oropallo)
Material provided.

Discussion: regarding Resolution No. 4005, reducing or eliminating certain classified positions, effective June 30, 2022, due to lack of work and/or lack of funds. Action anticipated: 03/08/2022.

J. BOARD REPORTS – 8:50 p.m.

K. FUTURE AGENDA – 9:00 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

L. VISITOR COMMENTS – 9:05 p.m.
Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

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

M. ADJOURNMENT – 9:10 p.m.

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

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

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

NOTE: The times indicated are approximate.

Mission Statement

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

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

Board of Education Minutes
January 25, 2022

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

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The January 25 regular meeting was called to order by the president, Dr. Michael McKibbin. In compliance with the Order issued by the Sacramento County Public Health Officer on January 6, 2022, directing all public meetings in the county to occur virtually until further notice, the January 25 regular meeting was conducted telephonically via the Zoom video conferencing platform and was also livestreamed on the district's YouTube channel.

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

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

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

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., the meeting was called back to order by the president Dr. Michael McKibbin. Four members of the Del Campo High School Air Force Jr. ROTC virtually led the group in the Pledge of Allegiance. Dr. McKibbin then explained the two methods (electronically or on Zoom) available to submit public comments for tonight's meeting.

Minutes Approved (D)
It was moved by Ms. Creason, seconded by Mr. Hernandez, that the minutes of the January 11 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz].

Recognition: 2022 Classified Employees of the Year (E-1a)
Assistant Superintendent of Human Resources Paul Oropallo introduced John Weathers, Elementary Head Custodian (Trajan Elementary School); Natalia Aguirre, District Community Engagement Specialist (Family and Community Engagement); Shawn Bennett, Equipment Technician (Nutrition Services); Zenaida Kamine, School Community Prevention Specialist (El Camino Fundamental High School); Malinda (Mindy) Bates, Instructional Assistant III (Ralph

Richardson Center); and Aaron Pierini, Database Administrator (Technology Services) and as the 2022 Classified Employees of the Year.

Recognition: National School Counseling Week (E-1b)
It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. A-409 proclaiming February 7-11 as National School Counseling Week. MOTION CARRIED UNANIMOUSLY [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz].

High School Student Council Reports (E-2)
High School Student Council representatives Sarah Arata from Bella Vista High School and Christian Cabral from Del Campo High School updated the board on the goals, activities and achievements at the school.

Board-Appointed/District Committees (E-4)
Tina Cooper, chair of the Special Education Community Advisory Committee, provided an update on the work of the committee.

Closed Session/Expulsion Actions (E-7)
Ms. Costa reported that the board voted unanimously [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz] to accept a hearing panel's recommendation of two suspended expulsions in case numbers S-29 and S-31, to accept as written one expulsion in case number M-14, and to accept a hearing panel's recommendation of one denied enrollment in case number OS-32.

Visitor Comments (F) *[via Zoom]*
Ben Avey expressed thanks for keeping schools open and supports the return of extracurricular activities.

Consent Calendar Approved (G-1/G-11)
It was moved by Ms. Costa, seconded by Mr. Hernandez, that the consent calendar items G-1 through G-11 be approved. MOTION CARRIED UNANIMOUSLY [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz].

Personnel (G-1)
Appointments, leaves of absence, separations and errata – approved as submitted.

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

Business/Financial Report (G-3)
Warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gift to Mesa Verde High School.

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

School Accountability Report Cards (G-6)
Approval of 2021-2022 School Accountability Report Cards (SARCs).

Local Control and Accountability Plan Parent Advisory Committee Bylaw Revisions (G-7)
Approval of the revisions to the bylaws for the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

Grant: National School Lunch Equipment Assistance Grant (G-8)
Approval to implement the following grant, if funded: National School Lunch Equipment Assistance Grant 2021.

Resolution No. 3096: Lease Amendment San Juan High School (G-9)
Adoption of Resolution No. 3096, approving the fourth amendment to the lease agreement for the San Juan High School HVAC and roofing upgrades for gymnasiums project no. 204-9390-P1 between SJUSD and Clark & Sullivan Builders, Inc. dba Clark/Sullivan Construction.

Resolution No. 3097: Lease Amendment Earl LeGette Elementary School (G-10)
Adoption of Resolution No. 3097 approving the first amendment to the lease agreement for the Earl LeGette Elementary School modernization project no. 127-9495-P1 and new construction project no. 127-9512-P1 between SJUSD and Flint Builders Inc.

Resolution No. 3098 Contract Award Mesa Verde High School (G-11)
Adoption of Resolution No. 3098 awarding the lease-leaseback contract for Mesa Verde High School Outdoor Learning Project No. 210-9513-P1 to Robert A. Bothman Construction, pursuant to Education Code section 17406.

Resolution No. 3095: Authorizing Remote Teleconference Meetings (I-1)
General Counsel Linda Simlick presented the item and provided background information about why the resolution is necessary. It was moved by Mr. Hernandez, seconded by Ms. Costa, to adopt Resolution No. 3095 proclaiming a local emergency, ratifying the proclamation of a state of emergency by the county of Sacramento on January 6, 2022, and authorizing remote teleconference meetings of the Board of Education for a 30-day period from the date of the resolution pursuant to the Brown Act. MOTION CARRIED UNANIMOUSLY [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz].

2020-2021 Audit Report (I-2)
Chief Financial Officer Jennifer Stahlheber introduced Ms. Jen Aras who presented the 2020-2021 audit report as prepared by Crowe LLP, the district's independent auditor. Ms. Aras explained that all aspects of the financial audit were unmodified, or clean, and no findings were reported. Ms. Aras did note there was one minor administrative/clerical finding regarding state compliance procedures related to the School Accountability Report Card which resulted in a qualified audit opinion but there was no adjustment or fiscal impact to the district. Board members expressed appreciation for the work of the district's fiscal team.

It was moved by Mr. Hernandez, seconded by Ms. Creason, to accept the 2020-2021 audit report as prepared by Crowe LLP. MOTION CARRIED UNANIMOUSLY [AYES: McKibbin, Creason, Costa, Hernandez; NOES: None; ABSENT: Villescaz].

Public Hearing: Redistricting Trustee Map Boundaries (I-3)
General Counsel Linda Simlick provided a summary of the community outreach efforts that have taken place regarding the redistricting of trustee map boundaries. Dr. McKibbin declared the topic of redistricting trustee map boundaries a public hearing and invited the public to speak. There being no questions or comments from the public, Dr. McKibbin declared the public hearing closed. Board members made comments and posed questions, which staff addressed. Action was scheduled for February 15.

COVID-19 Update (I-4)
Superintendent Kern introduced Chief of Staff Trent Allen who provided an update on the latest conditions related to the COVID-19 pandemic and its impacts on the district, which included information on case rates, testing, county guidance related to isolation and quarantine and the state vaccine mandate.

Public Comments: [via Zoom]
Ben Avey encouraged having a long-term strategy for the ongoing pandemic, including the use of parent volunteers.

Kimberlee Meyer posed questions about the upcoming state vaccine mandate.

Mr. Hernandez thanked staff for the report and acknowledged the public comments that were made. Superintendent Kern shared that Sacramento County Public Health has not yet defined what vaccinated means. Mr. Allen emphasized that many pieces of information are still pending and once the district is apprised of the details then the information will be shared with families. Ms. Costa thanked staff and parents for their constant efforts to keep schools open. Ms. Creason applauded the district for its testing capacity, expressed appreciation for the exposure notifications and encouraged the community to ask questions since the guidance changes frequently. Mr. Hernandez also noted that once more is known about exemptions, the district will transmit that information to families as well.

Annual Policy Review (I-5)
General Counsel Linda Simlick explained that in accordance with Board Bylaw 9311 and with state and local law, the board is required to conduct an annual review of the following board policies (BPs): BP 3430 Investing and Debt Management; BP 5116.1 Intradistrict Open Enrollment; BP 6020 Parent Involvement; and BP 6145 Extracurricular/Cocurricular

Activities. Ms. Simlick noted that staff has reviewed the board policies and is recommending revisions to BP 3430 and BP 5116.1. Action was scheduled for February 15.

Board Reports (J)
Mr. Hernandez shared that he attended a recent meeting of the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) and he looks forward to attending future meetings.

Ms. Creason reported that she has been enjoying her continued conversations with the community, and she acknowledged that February is Black History Month.

Dr. McKibbin stated that he and other board members attended the Superintendent's Parents Advisory Committee (SPAC) meeting last week, and he thanked the parents for their feedback.

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

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

Adjournment (M)
At 8:00 p.m., there being no further business, the regular meeting was adjourned.

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

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E-1(a)**

MEETING DATE: **02/15/2022**

SUBJECT: National School Social Work Week

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 adopt Resolution No. A-410, proclaiming the week of March 6-12, as National School Social Work Week.

RATIONALE/BACKGROUND:
The School Social Work Association of America (SSWAA) proclaimed the week of March 6-12, 2022, as National School Social Work Week. As practitioners, school social workers are trained to help students address personal and systemic barriers to learning. National School Social Work Week affords the district the opportunity to recognize the unique contributions school social workers make in support of students' social-emotional, academic, personal and interpersonal growth.

ATTACHMENT(S):
A: Resolution No. A-410

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

FISCAL IMPACT:
Current Budget: N/A
Additional Budget: N/A
Funding Source: N/A

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 4, 5, 6, 7
Goal: 2 Focus: 1-5
Action: N/A Strategic Plan: 1, 2, 4

PREPARED BY: Dominic Covello, Director, Student Support Services
Christine Moran, Director, Multi-Tiered System of Supports

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

SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. A-410

National School Social Work Week March 6-12, 2022

WHEREAS, National School Social Work Week is March 6-12, 2022; and

WHEREAS, school social workers serve as vital members of a school's education team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success and further the goals of the San Juan Unified School District Local Control and Accountability Plan (LCAP) and Strategic Plan; and

WHEREAS, school social workers are especially skilled in providing services to students who face serious challenges to school success, including disability, poverty, chronic illnesses, abuse, neglect, mental health disorders, homelessness, bullying, familial stressors and other barriers to learning; and

WHEREAS, school social workers are more necessary now than any time in recent memory, as more students are struggling with mental and behavioral health disorders; and

WHEREAS, school social workers, because of their specialized training, are adept to address the social and psychological issues that can block academic progress through student screening, individual and group counseling, crisis intervention and prevention programs; and

WHEREAS, school social workers help students overcome the difficulties in their lives and as a result, give them a better chance to reach their full academic and personal potential;

THEREFORE, BE IT RESOLVED that the board joins the superintendent and staff in honoring school social workers during National School Social Work Week and throughout the year.

Attested to this 15th day of February, 2022

Kent Kern, Superintendent of Schools

Michael McKibbin, Ed.D., President

Zima Creason, Vice President

Pam Costa, Clerk

Saul Hernandez, Member

Paula Villescaz, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-1(b)

MEETING DATE: 02/15/2022

SUBJECT: Arts Education Month

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 adopt Resolution No. A-411, recognizing the month of March as Arts Education Month.

RATIONALE/BACKGROUND:
The resolution recognizes the month of March as Arts Education Month and acknowledges continued district support for the Visual and Performing Arts (VAPA) programs and our talented teachers. San Juan Unified School District believes strongly that a well-rounded education, including the arts, helps to fully prepare our students for college and career.

ATTACHMENT(S):
A: Presentation
B: Resolution No. A-411

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

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

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 1
Action: 10

Strategic Plan: Strategy 2

PREPARED BY: Gary Coartney, Program Specialist, VAPA
Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education and Programs

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

San Juan Unified School District

Celebrating Arts Education Month

March 2022

Board of Education
February 15, 2022



Mira Loma student artist-Callista Ray

1

The Importance of Arts Education





- Increases student engagement
- Enriches learning, promotes leadership
- Teaches positive habits, behaviors and attitudes
- Enhances creativity and intellectual skills
- Supports literacy and numeracy
- A vehicle to support district initiatives:
  - Social emotional and trauma-based teaching and learning
  - Social justice and educational equity

2

Arts Education Programs







Elementary and K-8 Schools

- Classroom Specialists
  - Music
    - Visual Art
    - Dance
- Before/After School Program
- Artful Learning
- Arts Integration

Middle and High Schools

- Instrumental Music
- Vocal Music
- Visual Arts
- Drama/Theatre
- Media/Television/Radio
- Dance
- AP Arts/CTE Arts
- Arts Integration

3

2021-2022





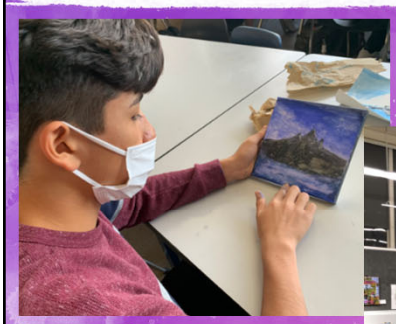


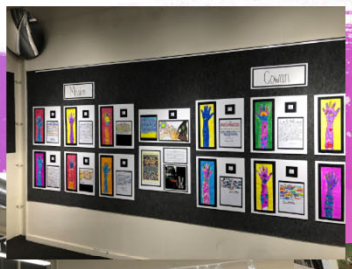
- The number of students participating in the arts:
- 25,000+

- Arts Educators:
- 140

4

Our Students











5

Churchill Middle School

Students selected to the California All-State Middle School Band



From Left to Right: 8th grader Charlotte Canter (French Horn), 8th grader Ryan Nordahl (Euphonium), 7th grader Gabriel Huang (Clarinet), and 7th grader Amberlin Liu (Alto Saxophone)

Awards and Honors

6

Looking Forward: 2021-22 School Year & Beyond

Kids Art 4/30/22



Arts Explosion June/July 2022

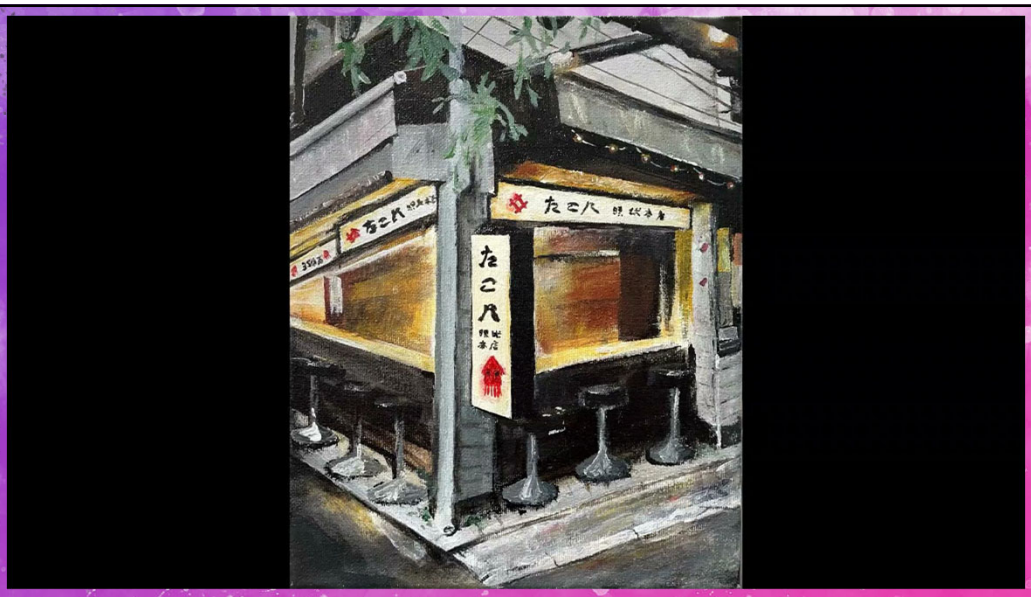




Drama Festival 4/23/22

And many more of your favorites!

7



Video Presentation

8

SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. A-411

ARTS EDUCATION MONTH
March 2022

WHEREAS, we strongly believe that visual and performing arts are an essential part of a well-rounded education from preschool through grade 12; and

WHEREAS, through a well-balanced arts education, students develop skills in critical thinking, problem solving, communication, collaboration, self-expression, reflection, cultural appreciation and responsiveness; and

WHEREAS, the Every Student Succeeds Act (ESSA) fully supports a "well-rounded education" with the goal of fully preparing all students for success in college and careers; and

WHEREAS, research from the California Alliance for Arts Education has demonstrated that arts education contributes to higher test scores and reduces truancy and dropout rates; and

WHEREAS, thousands of students in the San Juan Unified School District participate and benefit from a quality arts education in the classroom and art, music, theater, dance and media experiences on a daily basis on campus and in the community.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education proposes continued support of the arts. This resolution gives recognition to the importance of arts education and appreciation for the outstanding arts education services provided to students in our district by talented and dedicated professionals and volunteers.

BE IT FURTHER RESOLVED, that the Board of Education applauds the demonstrated enthusiasm and talent of the many San Juan students participating in musical performances, dance and theatrical presentations and art exhibits in our schools, our district offices and in our community.

Attested to this 15th day of February, 2022

Kent Kern, Superintendent of Schools

Michael McKibbin, Ed.D, President

Zima Creason, Vice President

Pam Costa, Clerk

Saul Hernandez, Member

Paula Villescaz, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 02/15/2022
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

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Appointments	
Management	1
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Management	
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Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)	
Promotion	Feliz, Marc	Temp	Vice Principal 7/8	Sylvan	01/03/22	06/30/22
Promotion	Jimenez, Hady	Temp	Principal K/8	Sierra Oaks	01/24/22	06/30/22
New Hire	Barsdale, Stacy	Temp	Psychologist	Special Education-Kenneth	02/02/22	06/30/23

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)	
Promotion	Bross, Colin	Prob	Director, M&O	Maintenance and Operations	01/03/22	

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Ahmed, Fatma	Temp	Preschool Teacher	Early Childhood Education	01/31/22	06/09/22
New Hire	Bargas, Kenneth	Temp	Teacher Grade 9/12	Del Campo	01/31/22	06/09/22
New Hire	Comeaux, Belinda	Prob	School Social Worker	LSC Region 1 @ Arcade	02/28/22	
New Hire	Johnson Jr., Marvin	Temp	Teacher Grade 9/12	San Juan	01/24/22	06/09/22
New Hire	Meigs Blakely, Camille	Temp	Tch-Mod/Severe K/12	Ralph Richardson	01/12/22	06/09/22
Rehire	Postler, Sierra	Temp	Teacher Grade 3	Oakview	01/28/22	06/09/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Amos, Alaina	Prob	Instructional Assistant I	Gold River	02/07/22
New Hire	Anderson, Susannah	Prob	Instructional Assistant I	Dyer-Kelly	02/02/22
New Hire	Asadimotlagh, Masoomeh	Prob	Instructional Assistant I	Oakview	01/31/22
New Hire	Ataboh, Kelsey	Prob	Sch/Comm Intervention Asst	Encina	01/25/22
New Hire	Badila, Marilena	Prob	Instructional Assistant I	Cottage	02/10/22
New Hire	Bartholomew, Jessica	Prob	Instructional Assistant I	Dyer-Kelly	02/02/22
New Hire	Blatcher Joanne	Prob	School Playground Rec Aide	Pershing	01/21/22
New Hire	Brooks, Susanne	Prob	Instructional Assistant II	Del Paso Manor	01/04/22
New Hire	Deboy, Benjamin	Prob	School Playground Rec Aide	Coyle	01/24/22
New Hire	Franklin, Elizabeth	Prob	Instructional Assistant I	Cambridge	01/31/22
New Hire	Gonzalez, Viridiana	Prob	Instructional Assistant III	Kingwood	02/07/22
New Hire	Grant, Terence	Prob	Sch/Comm Intervention Asst	San Juan	01/24/22
New Hire	Holmes, Dylan	Prob	Custodian	Pasteur	02/02/22
New Hire	Isamaeel, Shatha	Prob	Non-Instruct Support Aide	San Juan ECE	01/28/22
New Hire	Jimenez, Anjuli	Prob	Mid School Rcrds/Rprt Clerk	Katherine Johnson	02/01/22
New Hire	Jones, Zachery	Prob	Custodian	Legette	01/13/22
New Hire	Mackey, Denise	Prob	Elem School Secretary	Sierra Oaks	01/24/22
New Hire	Mariant, Allison	Prob	Instructional Assistant I	Del Dayo	01/31/22
New Hire	Muslih, Hytham	Prob	Campus Monitor	Arden	01/21/22
New Hire	Navicky, Michael	Prob	Custodian	Maintenance and Operations	01/31/22
New Hire	Niles, Shannon	Prob	Instructional Assistant I	Mariposa	01/06/22
New Hire	O'Neil, Heath	Prob	Custodian	Churchill	01/24/22
New Hire	Pollera, Andrea	Prob	Instructional Assistant I	Cambridge Heights	01/24/22
New Hire	Polsgrove, Scott	Prob	Lead Custodian	Del Campo	02/07/22
New Hire	Robinson, Jennifer	Prob	School Playground Rec Aide	Greer	01/24/22
New Hire	Robles, Cassandra	Prob	Elem School Secretary	Whitney Avenue	01/26/22
New Hire	Rogers, Michelle	Prob	Instructional Assistant I	Carriage	01/01/22
New Hire	Sarwary, Neelab	Prob	Non-Instruct Support Aide	Garfield ECE	01/28/22
New Hire	Sediq, Hadisa	Prob	IA-Bilingual-Farsi	Sunrise Tech	01/18/22
New Hire	Siddiqi, Karima	Prob	IA-Bilingual-Pashto	Howe Avenue	01/05/22
New Hire	Terman, Nadine	Prob	Instructional Assistant I	Charles Peck	01/18/22
Rehire	Cheeseman, Andre	Prob	School Playground Rec Aide	Katherine Johnson	01/21/22
Rehire	Dooley, Lisa	Prob	Instructional Assistant I	Trajan	01/12/22
Rehire	Lopez, Maria	Prob	Nutrition Services Worker I	El Camino	02/07/22

2. LEAVES OF ABSENCE

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)	
PD Military Leave	Estrada Jr., Arthur	Perm	Principal K/6	Cottage	01/19/22	02/16/22

2. LEAVES OF ABSENCE (Continued)

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Platt, Elizabeth	Prob	Tch-Site Resource-Elem	Cameron Ranch	04/17/22	06/08/22
Unpaid	Sette, Angelique	Perm	Counselor 7/8	Arcade	08/10/21	06/08/22
Unpaid	Thompson, Hannah	Perm	Counselor 9/12	Mira Loma	01/13/22	06/08/22
Unpaid	Torres, Vanessa	Prob	Counselor K/6	Grand Oaks	12/01/21	06/08/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Jawid, Khalida	Perm	IA-Bilingual-Farsi	Starr King	02/05/22	06/08/22
Unpaid	Mikles, Mary	Perm	Instructional Assistant II	Will Rogers	01/19/22	02/28/22

3. SEPARATIONS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Foster, Dennis	Perm	Principal 9/12	San Juan	12/31/21

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Earnshaw, Erin	Prob	Teacher Grade 7/8	Sierra Oaks	01/19/22
Resignation	Holtz, Summer	Prob	Teacher Grade 6	Mission Avenue	02/11/22
Retirement	Cook, Joan	Temp	Teacher Grade 4	Lichen	12/03/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Ahmadi, Mohammad	Prob	Senior Personnel Clerk	Human Resources	01/20/22
Resignation	Alexander, Alexis	Prob	Instructional Assistant II	Mira Loma	01/21/22
Resignation	Boyd, Linda	Perm	Nutrition Services Worker I	Dyer-Kelly	01/14/22
Resignation	Davidek, David	Prob	Locksmith	Maintenance and Operations	02/11/22
Resignation	De La Cruz, Guadalupe	Prob	Personnel Technician	Human Resources	01/28/22
Resignation	Facio, Vanessa	Prob	Child Develop Assistant-SA	Gold River ECE	01/31/22
Resignation	Farahmand, Zohra	Prob	Non-Instruct Support Aide	Garfield ECE	12/31/21
Resignation	Galdamez De Palma, Veronica	Prob	Instructional Assistant III	Greer	01/14/22
Resignation	Hegland, Braden	Prob	Instructional Assistant I	Greer	12/31/21
Resignation	Hickey, Brianne	Prob	Sch/Comm. Intervention Spec	Mission Avenue	01/21/22
Resignation	Jamal, Sakina	Prob	Nutrition Services Worker I	Starr King	01/03/22
Resignation	Noorzaee, Saghar	Prob	Nutrition Services Worker I	Dyer-Kelly	01/31/22
Resignation	McFarland, Samuel	Prob	Instructional Assistant I	Del Dayo	01/14/22
Resignation	Palmer, Thiraya	Prob	Nutrition Services Worker I	Greer	11/08/21
Resignation	Pillai, Krishneel	Perm	Custodian	Rio Americano	01/12/22
Resignation	Ramirez, Gerardo	Prob	Bus Driver	Transportation	02/02/22
Resignation	Saunders, Madison	Prob	Instructional Assistant III	Skycrest	01/19/22
Resignation	Shuman, Torry	Prob	Instructional Assistant I	Cameron Ranch	01/04/22
Resignation	Soldano, Samuel	Prob	Warehouse/Delivery Worker	NS Central Dist Warehouse	02/02/22
Resignation	Suboh, Qamar	Prob	Mid Sch Rec/Report Clerk	Katherine Johnson	01/21/22
Resignation	Swain, Amy	Prob	Instructional Assistant I	Legette	02/18/22
Resignation	Vasques, Kimberly	Prob	Bus Driver	Transportation	01/04/22
Resignation	Zambrano, Brianna	Prob	Instructional Assistant I	Starr King	02/04/22
Retirement	Hill, Malcolm	Perm	Bus Driver	Transportation	01/31/22
Termination	Cortez, Cecilia	Perm	Custodian	Ralph Richardson	01/28/22
Termination	Ferguson, Deanthone	Perm	Campus Monitor	Kingswood	12/13/21
Dismissal	CL 515	Perm	Campus Monitor	Teaching and Learning	12/17/21
Suspension	CL 516	Perm	Custodian	Maintenance and Operations	02/16/22

4. REASSIGNMENTS / CHANGE IN WORK YEAR

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Transfer	Jungk, Jeff	Perm	Vice Principal 7/8	Arden	01/01/22
Transfer	Vanerstrom Dittmer, Kari	Perm	Vice Principal K/6	Gold River	01/24/22

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 02/15/2022

APPROVED:
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	✓	5
Bids/RFPs	✓	6
Other	NA	
ERRATA	NA	

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

January 12, 2022 - February 1, 2022

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
205666	1/14/2022	Pacific Bell	HS/MS Ethernet	$ 116,802.00	252 - Technology Services
TBD	2/1/2022	Downtown Ford	Ford F650 - Refrigerated Truck	$ 113,138.96	213 - Nutrition Services
TBD	1/20/2022	Talking Points	Parent engagement platform. Three year contract - total cost $6525.	$6,525.00	432 - Katherine Johnson
TBD	1/28/2022	QSS	Software annual maintenance	$ 165,454.68	252 - Technology Services
205605	2/1/2022	School Services of California	Total Compensation Study	$ 45,000.00	023 - Labor Relations
205890	2/1/2022	Maxim Health Care	Nurses for Covid testing clinics	$ 340,000.00	030 - Community Relations
TBD	2/4/2022	Future Ford	Purchase of 5 vans bid#22-209	$ 225,513.30	211 - Transportation

Purchasing Contracts Board Report
Change Orders/Amendments

January 12, 2022 - February 1, 2022

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
201067	1/28/2022	Riverview	Services not being used	$ 40,000.00	$ -	$ (25,000.00)	$ 15,000.00	233 - Risk Management
202117	2/1/2022	Staples	Additional PPE purchases	$ 5,000.00	$ 45,000.00	$ 16,000.00	$ 66,000.00	231 - Business Support Services
202845	2/1/2022	Amazon	Additional PPE purchases	$ 10,775.00	$ 50,000.00	$ 104,225.00	$ 165,000.00	231 - Business Support Services
200494	1/18/2022	Gold Star	Price Increases	$ 3,500,000.00	-	$ 1,500,000.00	$ 5,000,000.00	213 - Nutrition Services
200660	2/4/2022	Future Ford	Additional services	$ 20,000.00	15,000.00	$ 15,000.00	$ 50,000.00	213 - Nutrition Services

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
202888	2/1/2022	American River Speech	Reduction of services	$ 225,000.00		$ (45,000.00)	$ 180,000.00	101 - Special Ed
204700	2/1/2022	Odyssey Learning Center	Reduction of services	$ 211,000.00		$ (40,000.00)	$ 171,000.00	101 - Special Ed
202886	2/1/2022	Point Quest Education	Reduction of services	$ 113,000.00		$ (15,000.00)	$ 98,000.00	101 - Special Ed
204796	2/4/2022	RO Health	Additional services	$ 80,000.00		$ 222,508.00	$ 302,508.00	101 - Special Ed
203353	2/4/2022	RX Staffing	Additional services	$ 49,000.00		$ 85,000.00	$ 134,000.00	101- Special Ed
							$ -	
							$ -	

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
205366	2/2/2022	Campbell Keller, Inc	C/O1 additional chairs for teachers, Full site furniture replacement for Gold River project 119-9306-N1	$ 603,240.44	$ -	$ 4,147.43	$ 607,387.87	216 - Facilities
							$ -	
							$ -	

Lease Amendments/Change Orders

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

General Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
107408	1/19/2022	Precision Communications, Inc.	CCD 1-8 Additions work on CCTV IP Camera Upgrades Special Project 392-9285-21DM	$ 120,000.00		$ 5,624.70	$ 125,624.70	212 - M&O
							$ -	

January 12, 2022 - February 1, 2022

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

General Contract

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

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	1/21/2022	TBD	Piggyback	Campbell Keller, Inc	New Construction and MOD furniture for Barrett project 004-9495-P1 and 004-9512-P1	$ 1,079,533.49	216 - Facilities

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	1/20/222	TBD	21-125	Innovative Construction Services, Inc.	Construction Management for Del Campo Outdoor Learning (CRT) project 207-9513-P1	$ 191,820.00	216 - Facilities
26	1/20/222	TBD	21-125	Innovative Construction Services, Inc.	Construction Management for El Camino Outdoor Learning (CRT) project 201-9513-P1	$ 212,120.00	216 - Facilities

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

January 12, 2022 - February 1, 2022

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
Other Funds	1/26/2022	TBD	Bid Number B-17-28-11-000-9291, Modular Classroom Buildings & Modular Toilet Room Buildings at Various Sites	Mobile Modular, Inc.	For the purchase of modular buildings	January 22, 2018 - January 31, 2023
Other Funds	1/28/2022	TBD	CMAS Contract ID 4-07-78-0036A Supplement NO. 2 GSA Schedule No. GS-07F-5432R	Turf Star, Inc.	This contract provides for the purchase and warranty of Wheel and Track Vehicles	November 27, 2017 - November 30, 2022
All Funds	1/28/2022	TBD	CMAS Contract ID 4-07-51-0020A Supplement NO. 2 GSA Schedule No. GS-06F-0012R	Turf Star, Inc.	This contract provides for the purchase and warranty of Lawn and Garden Equipment.	November 9, 2017 - November 30, 2022
All Funds	1/28/2022	TBD	CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS) BEYNON SPORTS SURFACES, INC. CMAS NO. 4-12-78-0063A, SUPPLEMENT NO. 5 Base Schedule # GS-07F-9631S	Beynon Sport Surfaces, Inc.	This CMAS provides for the purchase, warranty, removal, disposal, installation, maintenance and repair of synthetic turf, athletic track surfaces, tennis courts, sport flooring, and playground surfaces.	November 9, 2016 - August 6, 2026
All Funds	2/1/2022	TBD	Contract number 060920-NAF, Class 4-8 Chassis with related equipment	National Auto Fleet Group	Class 4-8 with related equipment, accessories, and services	August 1, 2020 - August 1, 2024 with the option of a 1 year extention
All Funds	2/2/2022	TBD	State of California CMAS 1-18-23-10A-H; 1-18-23-20A-I; 1-18-23-23A-H; 1-20-23-10I	Various	Fleet Vehicles – Cars, Trucks, Vans and SUVs	5/1/19 - 4/30/22 (1-18-23-10A-H; 1-18-23-20A-I; 1-18-23-23A-H) 9/25/20-9/24/22 (1-18-23-10A-H; 1-18-23-20A-I; 1-18-23-23A-H)
All Funds	2/2/2022	TBD	Sourcewell - National Auto Fleet Group Contract # 091521-NAF	Various	Automobiles, SUVs, Vans, and Light Trucks with Related Equipment and Accessories	11/8/21-11/8/25
All Funds	2/2/2022	TBD	Omnia R191204	Wenger Corporation	Furniture, Music Education, Theater and Performing Arts Equipment	Extended to 10/31/24
All Funds	2/2/2022	TBD	Sourcewell - #112917-USF	US Foods	Food products	Extended to 1/22/23
All Funds	2/2/2022	TBD	Sourcewell - #R190503	School Specialty	Classroom supplies	Extended to 6/30/23
All Funds	2/2/2022	TBD	Sourcewell - #061417-SHC	School Health	Science supplies	Extended to 7/25/22
All Funds	2/2/2022	TBD	CalSave - #AEPA IFB 021-C	Caltronics	Copiers	3/1/21 -3/1/2025
All Funds	2/2/2022	TBD	CMAS - GS-03F-046da	Ray Morgan	Copiers	6/30/21 - 1/20/26
All Funds	2/2/2022	TBD	CMAS - 4-19-00-0121A	Vari Sales Corporation	Office Furniture	4/6/21 - 3/31/22

Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar

January 12, 2022 - February 1, 2022

Fund	Date	Site/ Department	Vendor Name	Description
01	2/1/2022	San Juan Adult Ed	Roseville Dermatology	San Juan Adult Ed externships.

Purchasing Contracts Board Report
Bids/RFPs

January 12, 2022 - February 1, 2022

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

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount $	Responsibility
All	2/7/2022	22-209	Future Ford	Purchase of Vans	$ 225,513.20	211 - Transportation

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3
MEETING DATE: 02/15/2022

APPROVED:
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

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

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
H.B.Restoration, Inc.	PO#107215 Provide all labor, materials, equipment, tools, transportation and incidentals for exterior painting at Cameron Ranch Elementary School located at 4333 Hackberry Lane, Carmichael CA 95608 in the San Juan Unified School District. Vendor: H.B.Restoration, Inc.	1/3/2022	1/19/2022
Pac Shield Roof Services, Inc.	PO#106859 Provide all labor, materials, equipment, tools, transportation and incidentals for re-roofing at Green Oaks Elementary School located at 7145 Filbert Avenue, Orangevale CA 95662 in the San Juan Unified School District. Vendor: Pac Shield Roof Services, Inc.	1/3/2022	1/19/2022

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**January 2022**
01	General Fund	$ 10,055,332.23
09	Charter Schools	17,698.99
10	Special Ed Pass-Thru	454,561.00
11	Adult Education	11,652.73
12	Child Development	79,904.32
13	Food Service/Cafeteria	802,873.47
14	Deferred Maintenance	29,730.54
21	Building Fund	16,954.94
22	Measure S Building Fund	2,545.01
23	Measure J Building Fund	226,600.26
24	Measure N Building Fund	1,756,065.88
25	Capital Facilities	5,610.00
26	Measure P Building Fund	5,426,756.23
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	925,576.07
95	Student Body	-
	TOTALS	**$ 19,811,861.67**

PAYROLL AND BENEFITS	
All Funds	**January 2022**
Certificated Payroll	$ 28,563,103.79
Classified Payroll	14,516,197.65
Benefits	15,998,389.06
TOTALS	**$ 59,077,690.50**

GRAND TOTAL $ 78,889,552.17

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 02/15/2022

SUBJECT: Surplus Property

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

DEPARTMENT: Business Support Services

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

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

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

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

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

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

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

Board of Education Agenda Item Attachment A
Surplus Property February 15, 2022

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

Location/Site	Make	Model	Description	Serial #	Disposition
Arden	HP	P4575n	Laserjet Printer	CNDYB27343	Recycled
Foster Youth Service	Acer		Chromebook	NXEF2AA00270333B0F7600	Recycled
Foster Youth Service	Acer		Chromebook	NXEF2AA00270333B7E7600	Recycled
Mira Loma	BENQ	MW526	Digital Projector	PD89F01704000	Recycled
Mira Loma	BENQ	MW526	Digital Projector	PD89F01215000	Recycled
Mira Loma	BENQ	MW526AE	Projector	PDS5H0053104E	Recycled
Mira Loma	BENQ	MW560	Projector	PDPBL01188000	Recycled
Mira Loma	EPSON	H839A	LCD Projector	X4GK8600027	Recycled
Mira Loma	EPSON	EMP-S4	LCD Projector	J3VF733298L	Recycled
Mira Loma	Panasonic	LCD PT-L720U	Projector	SG3210021	Recycled
Mira Loma	NEC	NP115	Digital Projector	1400931EF	Recycled
Mira Loma	HP	C7063A	Printer	JPBGB17078	Recycled
Mira Loma	HP	All in one	Office Jet Printer	SDGOB-0604-03 (01)07893552000887	Recycled
Mira Loma	HP	All in one CBO71A	Office Jet Printer	CN8C85N0NQ053D	Recycled
Mira Loma	HP	C6428A	Printer	MY0C61Q1GZJM	Recycled
Mira Loma	HP	CC378A	Printer	CNCC98B10M	Recycled
Mira Loma	HP	CE461A	Printer	CNB9K40321	Recycled
Mira Loma	HP	CE461A	Printer	CNB9J07592	Recycled
Mira Loma	Brother	HL-217W	Printer	U61946G8J730970	Recycled
Rio Americano	HP		33 - Monitors		Recycled
Rio Americano	Dell		26 - Monitors		Recycled
Rio Americano	Gateway		Monitor		Recycled
Rio Americano	Planar		2 - Monitors		Recycled
Rio Americano	IBM		Monitor		Recycled
Rio Americano	HP Compaq		4 - Monitors		Recycled
Rio Americano	Apprl		5 - Monitors		Recycled
Rio Americano	Viewsonic		4 - Monitors		Recycled
Rio Americano	Xerox		Monitor		Recycled
Rio Americano	Samsung		Monitor		Recycled
Rio Americano	Acer		Monitor		Recycled
Rio Americano	E-Machine		Monitor		Recycled
Rio Americano	Scepter		Monitor		Recycled
Rio Americano	IBM		2 - Electric Typewriters		Recycled
Rio Americano	Apple	MacBook Pro	4 - Laptop computers		Recycled
Rio Americano	Apple		iPad		Recycled
Rio Americano	HP		3 - Laptop computers		Recycled
Rio Americano	HP		5 - Desktop computers		Recycled
Rio Americano	Apple	IMAC	2 - Desktop computers		Recycled
Rio Americano	Dell		2 - Desktop computers		Recycled
Rio Americano	Belkin		Mouse		Recycled
Rio Americano	Logitech		Mouse		Recycled
Rio Americano	HP		2 - Mouse		Recycled
Rio Americano	Apple		26 - Keyboards		Recycled
Rio Americano	Kensington		4 - Keyboards		Recycled
Rio Americano	HP		20 - Keyboards		Recycled
Rio Americano	Dell		16 - Keyboards		Recycled

Board of Education Agenda Item
Surplus Property February 15, 2022

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
Rio Americano	Compaq		Keyboard		Recycled
Rio Americano	Amazon		Keyboard		Recycled
Rio Americano	Logitech		Keyboard		Recycled
Rio Americano	Gateway		Keyboard		Recycled
Rio Americano	Sony		2 - Televisions		Recycled
Rio Americano	Zenith		7 - Televisions		Recycled
Rio Americano	Apex		Television		Recycled
Rio Americano	LG		Television		Recycled
Rio Americano	JVC		Television		Recycled
Rio Americano	Toshiba		Television		Recycled
Rio Americano	Compaq		Television		Recycled
Rio Americano	Denon		Television		Recycled
Rio Americano	HP		Scanner		Recycled
Rio Americano	Unitech		Scanner		Recycled
Rio Americano	Astra		Scanner		Recycled
Rio Americano	Promethean		Smart Board		Recycled
Rio Americano	HP		25 - Copiers		Recycled
Rio Americano	Cannon		2 - Copiers		Recycled
Rio Americano	CopyStar		Copier		Recycled
Rio Americano	Lexmark		Copier		Recycled
Rio Americano	Epson		Copier		Recycled
Rio Americano	Privatizer Systems		Copier		Recycled
Rio Americano	NEC		2 - Projectors		Recycled
Rio Americano	Epson		2 - Projectors		Recycled
Rio Americano	Sanyo		4 - Projectors		Recycled
Rio Americano	Hitachi		2 - Projectors		Recycled
Rio Americano	Promethean		2 - Projectors		Recycled
Rio Americano	3M		2 - Projectors		Recycled
Rio Americano	Hitachi		Projector		Recycled
Rio Americano	Brother		Projector		Recycled
Rio Americano	CBM		Receipt Printer		Recycled
Rio Americano	Memorex		CD Player		Recycled
Rio Americano	JVC		DVD/VHS Player		Recycled
Rio Americano	Daewoo		DVD Player		Recycled
Rio Americano	Compaq		DVD Player		Recycled
Rio Americano	Philips		Boom Box		Recycled
Rio Americano	Denon		Sound Pressor		Recycled
Rio Americano	Denon		Cassette Player		Recycled
Rio Americano	Denon		Laser Disk Player		Recycled
Rio Americano	Swingline		Electric Stapler		Recycled
Rio Americano	Brother		Fax Machine		Recycled
Rio Americano	HP		Router		Recycled
Rio Americano	Ion Audio		Explorer Amp		Recycled
Thomas Kelly	Acer		5 - COW computer carts		Recycled
Trajan			Computer		Recycled
Trajan			Printer		Recycled

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 02/15/2022

SUBJECT: Annual Policy Review

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the following policies. It is recommended that two of these policies be revised.

BP 3430	Investing and Debt Management (Attachment A – proposed revisions). The county's investment policy, on which the district's board policy is based, is included as Attachment B for the board's review.
BP 6145	Extracurricular/Cocurricular Activities (Attachment C)
BP 6020	Parent Involvement (Attachment D)
BP 5116.1	Intradistrict Open Enrollment (Attachment E – proposed revisions)

RATIONALE/BACKGROUND:
Board Bylaw 9311, in accordance with state and local law, requires an annual review of certain board policies.

- Government Code section 53646 recommends an annual review of the district's investing policy (BP 3430, last updated by the board on February 9, 2021). To do so necessitates a review of Sacramento County's investment policy (on which the district's board policy is based).
- Title 20 United States Code section 6318 requires an annual review of the district's parental involvement policy (BP 6020, last updated by the board on February 9, 2021).
- Education Code section 35160.5 requires that the Board of Education annually review policies pertaining to student participation in extracurricular/cocurricular activities (BP 6145, last updated by the board on February 9, 2021) and open enrollment (BP 5116.1, last updated by the board on February 9, 2021).

Staff has reviewed these board policies and is recommending revisions to BP 3430 Investing and Debt Management and BP 5116.1 Intradistrict Open Enrollment. The board reviewed and discussed the policies at their January 25, 2022, board meeting.

ATTACHMENTS:

Attachment A/B:	BP 3430 – Investing and Debt Management
Attachment C:	BP 6145 – Extracurricular/Cocurricular Activities
Attachment D:	BP 6020 – Parent Involvement
Attachment E:	BP 5116.1 – Intradistrict Open Enrollment

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/18/2022, 02/07/2022
Board of Education: 01/25/2022

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

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

PREPARED BY: Linda C. T. Simlick, General Counsel LCTS
APPROVED BY: Kent Kern, Superintendent of Schools KK

Board Policy Manual
San Juan Unified School District
Printed: 09/29/2021 02:15 PM

Policy 3430: Investing

Status: ADOPTED

Original Adopted Date: 06/09/1992 **| Last Revised Date:** 02/09/2021 **| Last Reviewed Date:** 02/09/2021

Investing

The superintendent or designee may invest as permitted by law all or part of the special reserve fund of the district or any surplus monies not required for the immediate necessities of the district. Such investments must be made with care, skill, prudence and diligence. (Education Code section 41015; Government Code sections 16430, 53601, 53609, 53635)

The Governing Board recognizes that the district's chief fiscal officer has fiduciary responsibility for any funds invested outside the county treasury and is subject to prudent investor standards for investment decisions. As such, the chief fiscal officer shall act with care, skill, prudence, and diligence under the prevailing circumstances, including but not limited to the general economic conditions and the anticipated needs of the district. The investment objectives shall be to first safeguard the principal of the funds, then to meet the district's liquidity needs and, third, to achieve a return on the funds. (Government Code sections 53600.3, 53600.5) County treasury investment reports shall be shared with the board quarterly. Reports of funds invested outside the county treasury shall be provided to the board monthly.

The board recognizes the importance of overseeing investments made with district funds, including investments by the county treasurer. The superintendent or designee shall maintain ongoing communication with any county committee established for the purpose of overseeing county investments. In addition, the superintendent or designee shall keep the board informed about county policies that guide the investment of these funds.

The superintendent or designee may annually provide to the board and any oversight committee a statement of the district's investment policy which the board shall consider at a public meeting. Any changes in the policy shall also be considered by the board at a public meeting. In accordance with law and administrative regulations, the superintendent or designee may also provide the board quarterly reports with specified components, including a statement of how the district portfolio compares with the district's investment policy. (Government Code section 53646)

Debt Management

This debt policy sets forth a set of comprehensive guidelines for short-term and long-term debt. It is the objective of this policy to incorporate the new Local Debt Policy requirements of Government Code section 8855(i) into the district's previously existing policy.

The district's capital planning goals and objectives (Government Code section 8855(i)(1)(D)) are as follows:

1. The district shall obtain financing only when necessary or desirable as determined by the Board of Education.

2. The district will identify the appropriate timing and amount of debt or other financing needs as required.

3. The district will pursue efficient debt issuance ~~strategies, and~~strategies and obtain favorable interest rates and other costs in issuing the debt.

The superintendent or designee, chief financial officer, and director of accounting will have the primary responsibility for developing financing recommendations and ensuring the implementation of this debt policy. The responsibilities include:

1. Reviewing the district's capital improvement program and consider the need for financing to maintain the progress on the capital improvement program.

2. Developing a Request for Proposal (RFP) that will be used in the selection of bond counsel, financial advisor and/or underwriter if necessary.

3. Selecting the financing participants for each debt issue, ensuring the debt issue is integrated with the district's overall financing program, approving the structure of each debt issue, and reviewing and approving all documentation for each issue.

4. Overseeing the preparation of the information for the official statement for debt issues.

5. Meeting as necessary in preparation for a financing or to review changes in state or federal laws or regulations.

6. Preparing all information for the bond rating agencies and making presentations as necessary.

7. Administering post debt issuance responsibilities, including the investment and expenditure of the debt proceeds, compliance with annual reporting requirements, and taking steps to help ensure that debt payments are made on time.

8. Ensuring that the arbitrage requirements are monitored and that the appropriate reports are filed with the federal government.

9. Implementing and managing internal control procedures to ensure that the proceeds of proposed debt will be directed to the intended use. (Government Code section 8855(i)(1)(E))

Bond Counsel

The district will seek the legal advice of the bond counsel on questions involving state and federal law on proposed and outstanding debt issuances. Bond counsel will prepare the resolutions, legal documents, and opinions necessary for delivery of a valid debt issuance. The bond counsel will determine the district's compliance with all applicable laws and procedures for issuing debt. At the district's discretion, bond counsel may also serve as disclosure counsel, and prepare the documents traditionally performed in this capacity including delivery of the Official Statement, Bond Purchase Agreement, and Notice of Sale, and Continuing Disclosure Agreement. The bond counsel will perform other services as defined by the contract approved by the district.

Financial Advisor/Underwriter

District staff will seek the advice of a financial advisor and/or underwriter when necessary. The financial advisor will advise on the structuring of the debt obligations that will be issued, inform the district of the options available for each issue, advise the district as to how choices will impact the marketability of the district's obligations, and provide other services as defined by the contract approved by the district.

Use of Short- and Long-Term Debt

The district's debt policy for the use of ~~Short Term~~Short-Term Operating Debt and ~~Long Term~~Long-Term Capital Debt (Government Code section 8855(i)(1)(A)) is~~are~~ provided below.

1. Short-Term Debt

Internal interim financing - In order to defer the issuance of debt obligations, when sufficient non-restricted funds are on hand, consideration will be given to appropriating them to provide interim financing for large construction projects. When the debt obligation is subsequently issued, the non-restricted funds will be repaid.

External interim financing - Expenditures associated with the day-to-day operations of the district will be covered by current revenues. However, because the district does not receive its revenues in equal installments each month and the largest expenditures occur in equal amounts, the district may experience temporary cash shortfalls. To finance these temporary cash shortfalls, the district may incur short-term operating debt, typically, tax and revenue anticipation notes (TRANS). The district will base the amount of the short-term operating debt on cash flow projections for the fiscal year and will comply with applicable federal and state regulations. The district will pledge operating revenues to repay the debt, which will be

repaid in one year or less. The district will minimize the cost of the short-term borrowings to the extent possible and may participate in pooled TRANS to meet this goal.

2. Long-term Capital Debt

Prior to issuing debt, the district will examine the relationship of the debt to be issued with the consideration to its capital improvement plan. (Government Code section 8855(i)(1)(C~~)) It~~)) It will consider the following factors as part of its evaluation:

a. The district will not use long-term obligations for operating purposes.

b. The weighted average maturity will not exceed 120 percent of the remaining expected useful life of the project financed.

c. The district will structure debt in a manner that maximizes debt proceeds, minimizes interest costs, and allows for future debt issuances. The debt structure will also reflect the financing needs and projected ability to make debt payments through the repayment of the debt issued.

d. The district will not issue unfunded long-term debt in excess of 3 percent of annual general fund revenues, unless there is a dedicated tax levy, surplus property sale, fixed lease payments from another public agency or redevelopment revenue stream committed to service the debt.

Types of Debt

Described below are the types of debt that may be issued under this debt policy. (Government Code section 8855(i)
(1)(B))

1. General obligation bonds, lease revenue bonds, certificates of participation, lease purchase transactions, land secured financings, and bond, lease or grant anticipation notes that may be issued to finance significant capital improvements. The district will primarily rely on the issuance of general obligation bonds to fund its capital projects. All projects financed by general obligation bonds will be determined by the district's project list approved by the voters, the constraints of applicable law, and district's priorities.

   Whenever the option exists to offer an issue either for competition or negotiation, the superintendent or designee, the chief financial officer, and director of fiscal services~~accounting~~ will undertake an analysis of the options to aid in the ~~decision making~~decision-making process.

2. Refundings

The district will consider refunding debt whenever an analysis indicates the potential for present value savings of approximately four percent of the principal being refunded or at least $200,000. The financial advisor will compute the economic gain or loss on the refunding and the superintendent or designee, the chief financial officer, and director of fiscal services ~~accounting~~ will verify the computation.

3. Capital Leases

Capital leasing is an option for the acquisition of equipment or other assets with a cost of less than $500,000.

The district will not consider leasing when there are available funds on hand for the acquisition unless the interest expense associated with the lease is less than the interest that can be earned by investing the funds on hand or when other factors such as budget constraints override the economic consideration.

When a lease is arranged with a private sector entity, the district will seek a tax-exempt rate. When a lease is arranged with a government or other tax-exempt entity, the district will try to obtain an explicitly defined taxable rate so that the lease will not be counted in the district's total annual borrowings subject to arbitrage rebate.

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The lease agreement will permit the district to refinance the lease at no more than reasonable cost. A lease that can be called at will is preferable to one that can merely be accelerated.

Method of Sale

When feasible and economical, the district may issue bonds either by competitive or negotiated sale. Whenever the option exists to offer an issue either for competition or negotiation, the superintendent or designee, the chief financial officer, and director of fiscal services~~accounting~~ will undertake an analysis of the options to aid in the decision-making process.

District staff may use a private placement by obtaining at least three competitive proposals. In evaluating the proposals, the net present value of the competitive bids will be compared, taking into account how and when the payments are made. If required by statute, the purchase price of equipment will be competitively bid.

Bond Rating

District staff will monitor its credit ratings, and provide all information relevant for the purposes of obtaining, maintaining, and improving its credit ratings.

Arbitrage Liability Management

The district will make every effort to minimize the cost of the arbitrage rebate and yield restriction while strictly complying with the law. The federal arbitrage law is intended to discourage entities from issuing tax exempt obligations unnecessarily. In complying with the spirit of the law, the district will not issue obligations except for identifiable projects with very good prospects of timely initiation. Obligations will be issued as closely in time as feasible to the time contracts are awarded so as to minimize the time the debt proceeds are unspent.

The district's bond counsel and financial advisor will review, in advance, all arbitrage rebate payments and forms sent to the IRS.

adopted: June 9, 1992
revised: May 27, 1997
revised: February 28, 2006
revised: February 27, 2007
revised: January 27, 2009
revised: March 22, 2011
revised: January 28, 2014
revised: January 24, 2017
revised: February 9, 2021
revised: ~~October 12, 2021~~

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

State References	**Description**
Ed. Code 41001	Deposit of money in county treasury
Ed. Code 41002	General fund deposits and exceptions
Ed. Code 41002.5	Deposit of certain funds in insured institutions
Ed. Code 41003	Funds received from rental of real property
Ed. Code 41015	Authorization of and limitation investment of district funds
Ed. Code 41017	Deposit of miscellaneous receipts
Ed. Code 41018	Disposition of money received

Ed. Code 42840-42843	Special reserve fund
Gov. Code 16430	Eligible securities for investment of surplus money
Gov. Code 17581.5	Mandates contingent upon state funding
Gov. Code 27000.3	Fiduciary for deposits in county treasury
Gov. Code 27130-27137	County treasury oversight committees
Gov. Code 53600-53609	Investment of surplus
Gov. Code 53630-53686	Deposit of funds
Gov. Code 53635	Local agency funds; deposit or investment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 53852.5	Investment term for funds designated for repayment of notes
Gov. Code 53859.02	Borrowing by local agency

Management Resources References	**Description**
CDIAC Publication	Local Agency Investment Guidelines, 2002, rev. 2004
Website	California Debt and Investment Advisory Commission - https://simbli.eboardsolutions.com/SU/fcZCPxWNIcpluspmohqEYyP0w==

Cross References	**Description**
1220	Citizen Advisory Committees - https://simbli.eboardsolutions.com/SU/VpmY5dBSFWLE6fitdNcyzQ==
3000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/wWjq8r5yLlFLu64MVMaymQ==
3290	Gifts, Grants And Bequests - https://simbli.eboardsolutions.com/SU/6vcaT7EXplusEpSnslshrKy2FSLA==
3400	Management Of District Assets/Accounts - https://simbli.eboardsolutions.com/SU/slshfMwPpJ1bq2bhWSislshVDyWQ==
3460-E(1)	Financial Reports And Accountability - Periodic Financial Reports https://simbli.eboardsolutions.com/SU/L8f1Hm3XBIjDJ6rudcAzCA==
9270	Conflict Of Interest - https://simbli.eboardsolutions.com/SU/XnGIHZIecqO1l4Rr8R9Ulg==
9270-E(1)	Conflict Of Interest - https://simbli.eboardsolutions.com/SU/VUT2wKEKlnP3LwJVPfORHQ==

SACRAMENTO COUNTY

Annual Investment Policy of the Pooled Investment Fund

CALENDAR YEAR 2022

Approved by the
Sacramento County Board of Supervisors

December 7, 2021
Resolution No. 2021-0770

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SACRAMENTO COUNTY

Annual Investment Policy of the Pooled Investment Fund

CALENDAR YEAR 2022

I. Authority

Under the Sacramento County Charter, the Board of Supervisors established the position of Director of Finance and by ordinance will annually review and renew the Director of Finance's authority to invest and reinvest all the funds in the County Treasury.

II. Policy Statement

This Investment Policy (Policy) establishes cash management and investment guidelines for the Director of Finance, who is responsible for the stewardship of the Sacramento County Pooled Investment Fund. Each transaction and the entire portfolio must comply with California Government Code and this Policy. All portfolio activities will be judged by the standards of the Policy and its investment objectives. Activities that violate its spirit and intent will be considered contrary to the Policy.

III. Standard of Care

The Director of Finance is the Trustee of the Pooled Investment Fund and therefore, a fiduciary subject to the prudent investor standard. The Director of Finance, employees involved in the investment process, and members of the Sacramento County Treasury Oversight Committee (Oversight Committee) shall refrain from all personal business activities that could conflict with the management of the investment program. All individuals involved will be required to report all gifts and income in accordance with California state law. When investing, reinvesting, purchasing, acquiring, exchanging, selling and managing public funds, the Director of Finance shall act with care, skill, prudence, and diligence to meet the aims of the investment objectives listed in Section IV, Investment Objectives.

IV. Investment Objectives

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

A. Safety of Principal

The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they be from securities default or erosion of market value.

B. Liquidity

As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the Director of Finance to meet all operating requirements that may be reasonably anticipated in any depositor's fund.

C. Public Trust

In managing the Pooled Investment Fund, the Director of Finance and the authorized investment traders should avoid any transactions that might impair public confidence in Sacramento County and the participating local agencies. Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

D. Maximum Rate of Return

As the fourth objective, the Pooled Investment Fund should be designed to attain a market average rate of return through budgetary and economic cycles, consistent with the risk limitations, prudent investment principles and cash flow characteristics identified herein. For comparative purposes, the State of California Local Agency Investment Fund (LAIF) will be used as a performance benchmark. The Pooled Investment Fund quarterly performance benchmark target has been set at or above LAIF's yield. This benchmark was chosen because LAIF's portfolio structure is similar to the Pooled Investment Fund.

V. Pooled Investment Fund Investors

The Pooled Investment Fund investors are comprised of Sacramento County, school and community college districts, districts directed by the Board of Supervisors, and independent special districts and joint powers authorities whose treasurer is the Director of Finance. Any local agencies not included in this category are subject to California Government Code section 53684 and are referred to as outside investors.

VI. Implementation

In order to provide direction to those responsible for management of the Pooled Investment Fund, the Director of Finance has established this Policy and will provide it to the Oversight Committee and render it to legislative bodies of local agencies that participate in the Pooled Investment Fund. In accordance with California Government Code section 53646, et seq., the Board of Supervisors shall review and approve this Policy annually at a public meeting.

This Policy provides a detailed description of investment parameters used to implement the investment process and includes the following: investable funds; authorized instruments; prohibited investments; credit requirements; maximum maturities and concentrations; repurchase agreements; Community Reinvestment Act Program; criteria

and qualifications of broker/dealers and direct issuers; investment guidelines, management style and strategy; Approved Lists; and calculation of yield and costs.

VII. Internal Controls

The Director of Finance shall establish internal controls to provide reasonabie assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, or misuse. To assist in implementation and internal controls, the Director of Finance has established an Investment Group and a Review Group.

The Investment Group, which is comprised of the Director of Finance and his/her designees, is responsible for maintenance of the investment guidelines and Approved Lists. These guidelines and lists can be altered daily, if needed, to adjust to the ever-changing financial markets. The guidelines can be more conservative or match the policy language. In no case can the guidelines override the Policy.

The Review Group, which is comprised of the Director of Finance and his/her designees, is responsible for the monthly review and appraisal of all the investments purchased by the Director of Finance and staff. This review includes bond proceeds, which are invested separately from the Pooled Investment Fund and are not governed by this Policy.

The Director of Finance shall establish a process for daily, monthly, quarterly, and annual review and monitoring of the Pooled Investment Fund activity. The following articles, in order of supremacy, govern the Pooled Investment Fund:

1. California Government Code
2. Annual Investment Policy
3. Current Investment Guidelines
4. Approved Lists (see page 9, Section IX.K)

The Director of Finance shall review the daily investment activity and corresponding bank balances.

Monthly, the Review Group shall review all investment activity and its compliance to the corresponding governing articles and investment objectives.

All securities purchased, with the exception of bank deposits, money market mutual funds, and LAIF, shall be delivered to the independent third-party custodian selected by the Director of Finance. This includes all collateral for repurchase agreements. All trades, where applicable, will be executed by delivery versus payment by the designated third-party custodian.

VIII. Sacramento County Treasury Oversight Committee

In accordance with California Government Code section 27130 et seq., the Board of Supervisors, in consultation with the Director of Finance, has created the Sacramento County Treasury Oversight Committee (Oversight Committee). Annually, the Oversight

Committee shall cause an audit to be conducted on the Pooled Investment Fund. The meetings of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign of a candidate for the office of local treasurer, or contributed to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the county treasury, in the previous three years or during the period that the employee is a member of the Oversight Committee. A member may not directly or indirectly raise money for a candidate for local treasurer or a member of the Sacramento County Board of Supervisors or governing board of any local agency that has deposited funds in the county treasury while a member of the Oversight Committee. Finally, a member may not secure employment with, or be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms, with whom the treasurer is doing business during the period that the person is a member of the Oversight Committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers or dealers, or impinge on the day-to-day operations of the Department of Finance treasury and investment operations.

IX. Invesbnent Parameters

A. Investable Funds

Total Investable Funds (TIF) for purposes of this Policy are all Pooled Investment Fund moneys that are available for investment at any one time, including the estimated bank account float. Included in TIF are funds of outside investors, if applicable, for which the Director of Finance provides investment services. Excluded from TIF are all funds held in separate portfolios.

The Cash Flow Horizon is the period in which the Pooled Investment Fund cash flow can be reasonably forecasted. This Policy establishes the Cash Flow Horizon to be one (1) year.

Once the Director of Finance has deemed that the cash flow forecast can be met, the Director of Finance may invest funds with maturities beyond one year. These securities will be referred to as the Core Portfolio.

B. Authorized Investments

Authorized investments shall match the general categories established by the California Government Code sections 53601 et seq. and 53635 et seq. Authorized investments shall include, in accordance with California Government Code section 16429.1, investments into LAIF. Authorization for specific instruments within these general categories, as well as narrower portfolio concentration and maturity limits, will be established and maintained by the Investment Group as part of the Investment

Guidelines. As the California Government Code is amended, this Policy shall likewise become amended.

C. Prohibited Investments

No investments shall be authorized that have the possibility of returning a zero or negative yield if held to maturity except for securities issued by, or backed by, the United States government during a period of negative market interest rates. Prohibited investments shall include inverse floaters, range notes, and interest only strips derived from a pool of mortgages.

All legal investments issued by a tobacco-related company are prohibited. A tobacco-related company is defined as an entity that makes smoking products from tobacco used in cigarettes, cigars, or snuff or for smoking in pipes. The tobacco-related issuers restricted from any investment are any component companies in the Dow Jones U.S. Tobacco Index or the NYSE Arca Tobacco Index.

D. Credit Requirements

Except for municipal obligations and Community Reinvestment Act (CRA) bank deposits and certificates of deposit, the issuer's short-term credit ratings shall be at or above A-1 by Standard & Poor's, P-1 by Moody's, and, if available, F1 by Fitch, and the issuer's long-term credit ratings shall be at or above A by Standard & Poor's, A2 by Moody's, and, if available, A by Fitch. There are no credit requirements for Registered State Warrants. All other municipal obligations shall be at or above a short-term rating of SP-1 by Standard & Poor's, MIG1 by Moody's, and, if available, F1 by Fitch. In addition, domestic banks are limited to those with a Fitch Viability rating of a or better, without regard to modifiers. The Investment Group is granted the authority to specify approved California banks with Fitch Viability ratings of bbb+ but they must have a Support rating of 1. Foreign banks with domestic licensed offices must have a Sovereign rating of AAA from Standard and Poor's, Moody's, or Fitch and a Fitch Viability rating of a or better, without regard to modifiers; however, a foreign bank may have a Fitch Viability rating of bbb+ but they must have a Support rating of 1. Domestic savings banks must have a Fitch Viability rating of a or better, without regard to modifiers, or may have a rating of bbb+ but they must a Support rating of 1.

Community* Reinvestment *Act Program Credit Requirements

Maximum Amount	Minimum Requirements
Up to the FDIC- or NCUSIF-insured limit for the term of the deposit	Banks - FDIC Insurance Coverage
	Credit Unions - NCUSIF Insurance Coverage *Credit unions are limited to a maximum deposit of the NCUS/F-insured limit since they are not rated by nationally recognized rating agencies and are not required to provide collateral on public deposits.*

Maximum Amount	Minimum Requirements		
Over the FDIC- or NCUSI F-insured limit	*(Any 2 of 3 ratings)* S&P: A-2 Moody's: P-2 Fitch: F-2 Collateral is required	***OR***	Through a private sector entity that assists in the placement of deposits to achieve FDIC insurance coverage of the full deposit and accrued interest.

Eligible banks must have Community Reinvestment Act performance ratings of "satisfactory" or "outstanding" from their federal regulator. In addition, deposits greater than the federally-insured amount must be collateralized. Banks must either have a letter of credit issued by the Federal Home Loan Bank of San Francisco or place securities worth between 110% and 150% of the value of the deposit with the Federal Reserve Bank of San Francisco, the Home Loan Bank of San Francisco, or a trust bank.

Since credit unions do not have Community Reinvestment Act performance ratings, they must demonstrate a commitment to community reinvestment lending and charitable activities comparable to what is required of banks.

All commercial paper and medium-term note issues must be issued by corporations operating within the United States and having total assets in excess of one billion dollars ($1,000,000,000).

The Investment Group may raise these credit standards as part of the Investment Guidelines and Approved Lists. Appendix A provides a Comparison and Interpretation of Credit Ratings by Standard & Poor's, Moody's, and Fitch.

E. Maximum Maturities

Due to the nature of the invested funds, no investment with limited market liquidity should be used. Appropriate amounts of highly-liquid investments, such as U.S. Treasury and Agency obligations, should be maintained to accommodate unforeseen withdrawals.

The maximum maturity, determined as the term from the date of ownership to the date of maturity, for each investment shall be established as follows:

U.S. Treasury and Agency Obligations	5 years
Washington Supranational Obligations [1]	5 years
Municipal Notes	5 years
Registered State Warrants	5 years

[1] The International Bank for Reconstruction and Development, International Finance Corporation, and Inter-American Development Bank.

Bankers Acceptances	180 days
Commercial Paper	270 days
Negotiable Certificates of Deposit.	180 days
CRA Bank Deposit/Certificates of Deposit..	1 year
Repurchase Agreements	1 year
Reverse Repurchase Agreements	92 days
Medium-Term Corporate Notes	180 days
Collateralized Mortgage Obligations	180 days

The Investment Group may reduce these maturity limits to a shorter term as part of the Investment Guidelines and the Approved Lists.

The ultimate maximum maturity of any investment shall be five (5) years. The dollar-weighted average maturity of all securities shall be equal to or less than three (3) years.

F. Maximum Concentrations

No more than 80% of the portfolio may be invested in issues other than U.S. Treasury and Agency obligations. The maximum allowable percentage for each type of security is set forth as follows:

U.S. Treasury and Agency Obligations	100%
Municipal Notes	80%
Registered State Warrants	80%
Bankers Acceptances	40%
Commercial Paper	40%
Washington Supranational Obligations	30%
Negotiable Certificates of Deposit and CRA Deposit/Certificates of Deposit	30%
Repurchase Agreements	30%
Reverse Repurchase Agreements	20%
Medium-Term Corporate Notes	30%
Money Market Mutual Funds	20%
Collateralized Mortgage Obligations	20%
Local Agency Investment Fund (LAIF)	(per State limit)

The Investment Group may reduce these concentrations as part of the Investment Guidelines and the Approved Lists.

Excluding U.S. Treasury and Agency obligations, no more than 10% of the portfolio, may be invested in securities of a single issuer including its related entities.

Where a percentage limitation is established above, for the purpose of determining investment compliance, that maximum percentage will be applied on the date of purchase.

G. Repurchase Agreements

Under California Government Code section 53601, paragraph 0) and section 53635, the Director of Finance may enter into Repurchase Agreements and Reverse Repurchase Agreements. The maximum maturity of a Repurchase Agreement shall be one year. The maximum maturity of a reverse repurchase agreement shall be 92 days, and the proceeds of a reverse repurchase agreement may not be invested beyond the expiration of the agreement. The reverse repurchase agreement must be "matched to maturity" and meet all other requirements in the code.

All repurchase agreements must have an executed Sacramento County Master Repurchase Agreement on file with both the Director of Finance and the Broker/Dealer. Repurchase Agreements executed with approved broker-dealers must be collateralized with either: (1) U.S. Treasury and Agency obligations with a market value of 102% for collateral marked to market daily; or (2) money market instruments on the Approved Lists of the County that meet the qualifications of the Policy, with a market value of 102%. Since the market value of the underlying securities is subject to daily market fluctuations, investments in repurchase agreements shall be in compliance if the value of the underlying securities is brought back up to 102% no later than the next business day. Use of mortgage-backed securities for collateral is not permitted. Strictly for purposes of investing the daily excess bank balance, the collateral provided by the Sacramento County's depository bank can be U.S. Treasury and Agency obligations valued at 110%, or mortgage-backed securities valued at 150%.

H. Community Reinvestment Act Program

The Director of Finance has allocated within the Pooled Investment Fund, a maximum of $90 million for the Community Reinvestment Act Program to encourage community investment by financial institutions, which includes community banks and credit unions, and to acknowledge and reward local financial institutions that support the community's financial needs. The Director of Finance may increase this amount, as appropriate, while staying within the investment policy objectives and maximum maturity and concentration limits. The eligible banks and savings banks must have Community Reinvestment Act performance ratings of "satisfactory" or "outstanding" from each financial institution's regulatory authority. The minimum credit requirements are located on page 5 of Section IX.D.

I. Criteria and Qualifications of Brokers/Dealers and Direct Issuers

All transactions initiated on behalf of the Pooled Investment Fund and Sacramento County shall be executed through either government security dealers reporting as primary dealers to the Market Reports Division of the Federal Reserve Bank of New York or direct issuers that directly issue their own securities that have been placed on the Approved List of brokers/dealers and direct issuers. Further, these firms must have an investment grade rating from at least two national rating services, if available.

Brokers/Dealers and direct issuers that have exceeded the political contribution limits, as contained in Rule G-37 of the Municipal Securities Rulemaking Board, within the preceding four-year period to the Director of Finance, any member of the Board of Supervisors, or any candidate for the Board of Supervisors, are prohibited from the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer will be sent a copy of this Policy and a list of those persons authorized to execute investment transactions. Each firm must acknowledge receipt of such materials to qualify for the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer authorized to do business with Sacramento County shall, at least annually, supply the Director of Finance with audited financial statements.

J. Investment Guidelines, Management Style and Strategy

The Investment Group, named by the Director of Finance, shall issue and maintain Investment Guidelines specifying authorized investments, credit requirements, permitted transactions, and issue maturity and concentration limits consistent with this Policy.

The Investment Group shall also issue a statement describing the investment management style and current strategy for the entire investment program. The management style and strategy can be changed to accommodate shifts in the financial markets, but at all times they must be consistent with this Policy and its objectives.

K. Approved Lists

The Investment Group, named by the Director of Finance, shall issue and maintain various Approved Lists. These lists are:

1. Approved Domestic Banks for all legal investments.
2. Approved Foreign Banks for all legal investments.
3. Approved Commercial Paper and Medium Term Note Issuers.
4. Approved Money Market Mutual Funds.
5. Approved Firms for Purchase or Sale of Securities (Brokers/Dealers and Direct Issuers).
6. Approved Banks/ Credit Unions for the Community Reinvestment Act Program.

L. Calculation of Yield and Costs

The costs of managing the investment portfolio, including but not limited to: investment management; accounting for the investment activity; custody of the assets; managing and accounting for the banking; receiving and remitting deposits; oversight controls; and indirect and overhead expenses are charged to the

investment earnings based upon actual labor hours worked in respective areas. Costs of these respective areas are accumulated by specific cost accounting projects and charged to the Pooled Investment Fund on a quarterly basis throughout the fiscal year.

The Department of Finance will allocate the net interest earnings of the Pooled Investment Fund quarterly. The net interest earnings are allocated based upon the average daily cash balance of each Pooled Investment Fund participant.

X. Reviewing, Monitoring and Reporting of the Portfolio

The Review Group will prepare and present to the Director of Finance at least monthly a comprehensive review and evaluation of the transactions, positions, performance of the Pooled Investment Fund and compliance to the California Government Code, Policy, and Investment Guidelines.

Quarterly, the Director of Finance will provide to the Board of Supervisors, the Oversight Committee, and to any local agency participant that requests a copy, a detailed report on the Pooled Investment Fund. The report will also be posted on the Department of Finance website. Pursuant to California Government Code section 53646, the report will list the type of investments, name of issuer, maturity date, par and dollar amount of the investment. For the total Pooled Investment Fund, the report will list average maturity, the market value, and the pricing source. Additionally, the report will show any funds under the management of contracting parties, a statement of compliance to the Policy and a statement of the Pooled Investment Fund's ability to meet the expected expenditure requirements for the next six months.

XI. Withdrawal Requests for Pooled Fund Investors

The Director of Finance will honor all requests to withdraw funds for normal cash flow purposes that are approved by the Director of Finance at a one dollar net asset value. Any requests to withdraw funds for purposes other than immediate cash flow needs, such as for external investing, are subject to the consent of the Director of Finance. In accordance with California Government Code Sections 27133(h) and 27136, such requests for withdrawals must first be made in writing to the Director of Finance. When evaluating a request to withdraw funds, the Director of Finance will take into account the effect of a withdrawal on the stability and predictability of the Pooled Investment Fund and the interests of other depositors. Any withdrawal for such purposes will be at the market value of the Pooled Investment Fund on the date of the withdrawal.

XII. Limits on Honoraria, Gifts, and Gratuities

In accordance with California Government Code Section 27133(d), this Policy establishes limits for the Director of Finance; individuals responsible for management of the portfolios; and members of the Investment Group and Review Group who direct individual investment decisions, select individual investment advisors and broker/dealers, and conduct day-to-day investment trading activity. The limits also apply

to members of the Oversight Committee. Any individual who receives an aggregate total of gifts, honoraria and gratuities in excess of $50 in a calendar year from a broker/dealer, bank or service provider to the Pooled Investment Fund must report the gifts, dates and firms to the designated filing official and complete the appropriate State forms.

No individual may receive aggregate gifts, honoraria, and gratuities from any single source in a calendar year in excess of the amount specified in Section 18940.2(a) of Title 2, Division 6 of the California Code of Regulations. This limitation is $520 for the period January 1, 2021, to December 31, 2022. Any violation must be reported to the State Fair Political Practices Commission.

XIII. Terms and Conditions for Outside Investors

Outside investors may invest in the Pooled Investment Fund through California Government Code Section 53684. Their deposits are subject to the consent of the Director of Finance. The legislative body of the local agency must approve the Sacramento County Pooled Investment Fund as an authorized investment and execute a Memorandum of Understanding. Any withdrawal of these deposits must be made in writing 30 days in advance and will be paid based upon the market value of the Pooled Investment Fund. If the Director of Finance considers it appropriate, the deposits may be returned at any time to the local agency.

Appendix A

Comparison and Interpretation of Credit Ratings

Long Term Debt & Individual Bank Ratings				
Rating Interpretation	**Moody's**	**S&P**	**Fitch**	**Fitch Viability Rating**
Best-quality grade	Aaa	AAA	AAA	aaa
High-quality grade	Aa1 Aa2 Aa3	AA+ AA AA-	AA+ AA AA-	aa+ aa aa-
Upper Medium Grade	A1 A2 A3	A+ A A-	A+ A A-	a+ a a-
Medium Grade	Baa1 Baa2 Baa3	BBB+ BBB BBB-	BBB+ BBB BBB-	bbb+ bbb bbb-
Speculative Grade	Ba1 Ba2 Ba3	BB+ BB BB-	BB+ BB BB-	bb+ bb bb-
Low Grade	81 82 83	B+ B 8-	B+ B 8-	b+ b b-
Poor Grade to Default	Caa	CCC+	CCC	ccc
In Poor Standing	- -	CCC CCC-	- -	
Highly Speculative Default	Ca C	CC -	CC -	cc c
Default	- - -	- - D	DOD DD D	f f f

Short Term / Municipal Note Investment Grade Ratings			
Rating Interpretation	**Moody's**	**S&P**	**Fitch**
Superior Capacity	MIG-1	SP-1+/SP-1	F1+/F1
Strong Capacity	MIG-2	SP-2	F2
Acceptable Capacity	MIG-3	SP-3	F3

Appendix A

Short Term/ Commercial Paper Investment Grade Ratings			
Rating Interpretation	Moody's	S&P	Fitch
Superior Capacity	P-1	A-1+/A-1	F1+/F1
Strong Capacity	P-2	A-2	F2
Acceptable Capacity	P-3	A-3	F3

Fitch Support Ratings	
Rating	*Interpretation*
1	A bank for which there is an extremely high probability of external support. The potential provider of support is very highly rated in its own right and has a very high propensity to support the bank in question. This probability of support indicates a minimum Long-Term Rating floor of 'A-'.
2	A bank for which there is a high probability of external support. The potential provider of support is highly rated in its own right and has a high propensity to provide support to the bank in question. This probability of support indicates a Long-Term Rating floor in the 'BBB' category.
3	A bank for which there is a moderate probability of support because of uncertainties about the ability or propensity of the potential provider of support to do so. This probability of support indicates a Long-Term Rating floor in the 'BB' category.
4	A bank for which there is a limited probability of support because of significant uncertainties about the ability or propensity of any possible provider of support to do so. This probability of support indicates a minimum Long-Term Rating floor of 'B+' or 'B'.
5	A bank for which there is a possibility of external support, but it cannot be relied upon. This may be due to a lack of propensity to provide support or to very weak financial ability to do so. This probability of support indicates a Long-Term Rating floor no higher than 'B-' and in many cases no floor at all.

Board Policy Manual
San Juan Unified School District
Printed: 09/29/2021 02:25 PM

Policy 6145: Extracurricular And Cocurricular Activities

Status: ADOPTED

Original Adopted Date: 06/09/1992 | **Last Revised Date:** 02/09/2021 | **Last Reviewed Date:** 02/09/2021

(Excluding 9th through 12th Grade Athletics Activities/Interscholastic Competition)

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for their participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code sections 49010, 49011)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code section 35160.5)

1. Maintenance of a minimum 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code section 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the superintendent or designee in accordance with Education Code sections 48850 and 49701.

The superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with board policy and administrative regulation. When appropriate, the superintendent or designee shall notify local law enforcement.

Annual Policy Review

The board shall annually review this policy and the implementing regulations (Education Code section 35160.5).

adopted: June 9, 1992
revised: March 23, 2010
revised: March 22, 2011
revised: January 22, 2013
revised: January 27, 2015
revised: February 11, 2020
revised: February 9, 2021

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

State References	**Description**
5 CCR 350	Fees not permitted
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
5 CCR 5531	Supervision of extracurricular activities of pupils
CA Constitution Article 9, Section 5	Common school system - https://simbli.eboardsolutions.com/SU/5LDHgacpLGqiftuxZapslshQg==
Ed. Code 35145	Public meetings
Ed. Code 35160.5	Intradistrict open enrollment
Ed. Code 35179	Interscholastic athletics; associations or consortia
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 48850	Participation of homeless students and foster youth in extracurricular activities and interscholastic sports
Ed. Code 48930-48938	Student organizations
Ed. Code 49010-49013	Student fees
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49700-49703	Education of children of military families

Federal References	**Description**
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964

Management Resources References	**Description**
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 1202, April 24, 2013
California Task Force Report to the Legislature	Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009
Commission on Teacher Credentialing Publication	Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010
Court Decision	Hartzell v. Connell, (1984) 35 Cal. 3d 899
Website	California Association of Directors of Activities - https://simbli.eboardsolutions.com/SU/uSHY99hpxslshRWydclnB4gpA==

California Interscholastic Federation - Website https://simbli.eboardsolutions.com/SU/QthhhDMKplusJ3akAI8GRP72g==

Commission on Teacher Credentialing - Website https://simbli.eboardsolutions.com/SU/cxWNiqRUuIsaq7efc7aH4Q==

CSBA - Website https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==

California Department of Education - Website https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==

Cross References	Description
0410	Nondiscrimination In District Programs And Activities - https://simbli.eboardsolutions.com/SU/0rYmC2q6yQQZpRnVplusqDDkw==
1230	School-Connected Organizations - https://simbli.eboardsolutions.com/SU/SprGvT4JLyiowaplusmxiVSSQ==
1240	Volunteer Assistance - https://simbli.eboardsolutions.com/SU/qFyhC51HaVsQFQzFLm0YRw==
1240	Volunteer Assistance - https://simbli.eboardsolutions.com/SU/gp4G3BPHWAehbbQHFpaZ5w==
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/bHkIgUHHaYmkGwztWWslsh5kA==
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/xpzgbMCJXon7uCU56P7ITg==
3452	Student Activity Funds - https://simbli.eboardsolutions.com/SU/w1GGiMbgoFRvKCMl9MCDww==
3452	Student Activity Funds - https://simbli.eboardsolutions.com/SU/x52k4UvAWQdLwCWyw2Qo6A==
3514	Environmental Safety - https://simbli.eboardsolutions.com/SU/cplus4Ambuy55hkTJL64AgB9w==
3554	Other Food Sales - https://simbli.eboardsolutions.com/SU/R2h8v6BAvE7I5aZ4yxmXZw==
3554	Other Food Sales - https://simbli.eboardsolutions.com/SU/dtrjzXOTyfN4Yno1mwVwIQ==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/tFslshGeYr4IFkWQMdXaPda7Q==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/4WslshjRx5UPBHhslshDdc3EvLUQ==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/jibgSBE1IslshHl1WQeUjAYOA==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/dQBCGplusplusB7rrtgX2a0MjTjQ==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/NsH9CF0fRmN9i6L7KNcpxA==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/2fDbSTiKeplusTJplusRaUGPcyTw==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/rgTxSVxmuryHBYd5eslshYWDg==

Absences And Excuses -
5113 https://simbli.eboardsolutions.com/SU/zcplusNG5PZWvJr4OJghPOe8Q==

5131 Conduct - https://simbli.eboardsolutions.com/SU/kxlhIZLAe9BjIQjn6XIMlA==

Bus Conduct -
5131.1 https://simbli.eboardsolutions.com/SU/ZAcAA2sgv885slshCnYEuPGUA==

Bus Conduct -
5131.1 https://simbli.eboardsolutions.com/SU/b3qPVUlZZ2h7Tslsh2KVqa2ow==

Discipline -
5144 https://simbli.eboardsolutions.com/SU/bQUkslshJpBO6o0Smslsh077lHyg==

Discipline -
5144 https://simbli.eboardsolutions.com/SU/Wjoj4MaVdQbslshTA3L2OkQRA==

Suspension And Expulsion/Due Process -
5144.1 https://simbli.eboardsolutions.com/SU/cwPGLauOjFxk55ZTt7n7tw==

Suspension And Expulsion/Due Process -
5144.1 https://simbli.eboardsolutions.com/SU/a41kLlPOIz66er7lUzH0hA==

Nondiscrimination/Harassment -
5145.3 https://simbli.eboardsolutions.com/SU/e5gjcOplusu7MsnZAUUAA0plusmg==

Sexual Harassment -
5145.7 https://simbli.eboardsolutions.com/SU/sj4AaOzURMrry6slsh6YH6PsQ==

Sexual Harassment -
5145.7 https://simbli.eboardsolutions.com/SU/7EIRrYUGqfJ2Xpbplusk0qn1Q==

Parent Involvement -
6020 https://simbli.eboardsolutions.com/SU/Fcg6aXV5RQAvgl0SVkkqLw==

Courses Of Study -
6143 https://simbli.eboardsolutions.com/SU/cGljlHpgYAwd5JZV8LvIpw==

International Exchange -
6145.6 https://simbli.eboardsolutions.com/SU/POSoHPT7VVrFrmmZ4O9d9Q==

International Exchange -
6145.6 https://simbli.eboardsolutions.com/SU/GQkaAd7slshcossNS7Cj0gtwA==

International Exchange -
6145.6-E(1) https://simbli.eboardsolutions.com/SU/knfdJY9uKPeo0h6I20hukw==

High School Graduation Requirements -
6146.1 https://simbli.eboardsolutions.com/SU/q90qpwtgRNeMhPMyP5kxlg==

High School Graduation Requirements -
6146.1 https://simbli.eboardsolutions.com/SU/X4me583m5gX0lw2TnR7auw==

High School Graduation Requirements -
6146.1-E(1) https://simbli.eboardsolutions.com/SU/CZza21YcqqoPf2NA2GcmPg==

School-Sponsored Trips -
6153-E(1) https://simbli.eboardsolutions.com/SU/29szVgV2GQRgGkWivKQBnA==

Identification And Education Under Section 504 -
6164.6 https://simbli.eboardsolutions.com/SU/azageV8fvchGVKfm4dy3GA==

Identification And Education Under Section 504 -

6164.6

https://simbli.eboardsolutions.com/SU/sH1iPYdXUslsh3HWQAbFp93lg==

Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 06/09/1992 **| Last Revised Date:** 02/09/2021 **| Last Reviewed Date:** 02/09/2021

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve
parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making and advocacy roles, and activities to support learning at school and at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code sections 42238.02, 52060)

The superintendent or designee shall regularly evaluate and report to the board on the effectiveness of the district's parent/guardians and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in accompanying administrative regulation, and implementing and evaluating such programs activities, and procedures. As appropriate, the superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code section 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration or the provision of sub grants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy.

The district's board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code section 11502. (Education Code section 11504)

adopted: June 9, 1992
revised: December 12, 2006
revised: February 27, 2007
revised: March 22, 2011
revised: September 24, 2013
revised: January 24, 2017
revised: April 9, 2019
revised: February 9, 2021

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

State References	**Description**
5 CCR 18275	Child care and development programs, parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent involvement
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan

Ed. Code 54444.1-54444.2	Parent advisory councils, services to migrant children
Ed. Code 56190-56194	Community advisory committee, special education
Ed. Code 64001	School plan for student achievement, consolidated application programs
Lab. Code 230.8	Time off to visit child's school

Federal References	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent and family engagement
20 USC 6631	Teacher and school leader incentive program, purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications

Management Resources References	**Description**
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
Website	California Department of Education, Family, School, Community Partnerships - https://simbli.eboardsolutions.com/SU/gOko5w3EpF8hJ3HfHCrajw==
Website	California Parent Center - https://simbli.eboardsolutions.com/SU/SnHrx9ctplusKV24Z6XOw4Xmw==
Website	California State Parent Teacher Association - https://simbli.eboardsolutions.com/SU/WpQSM7bTSBlBBwMA6DJ5JA==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==
Website	National Coalition for Parent Involvement in Education - https://simbli.eboardsolutions.com/SU/iaiGjPWyV26b4Mqh65oryw==
Website	National PTA - https://simbli.eboardsolutions.com/SU/I0uMlplus4a7UJ3SkFXp8LBZg==
Website	Parent Information and Resource Centers - https://simbli.eboardsolutions.com/SU/V6BU3uH7jnXncfaRQmHrfA==
Website	Parents as Teachers National Center - https://simbli.eboardsolutions.com/SU/R4SbrGxTkRplusFThqYqdyWtQ==
Website	U.S. Department of Education - https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJKy4tplus7wplusA==

Cross References	**Description**
0410	Nondiscrimination In District Programs And Activities - https://simbli.eboardsolutions.com/SU/0rYmC2q6yQQZpRnVplusqDDkw==
0430	Comprehensive Local Plan For Special Education - https://simbli.eboardsolutions.com/SU/HfAWNdtxgVpAaslshgL3soNag==
0460	Local Control And Accountability Plan - https://simbli.eboardsolutions.com/SU/Dplus89btsDPPdn786FnNvFRA==
1000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/sM6KnLxuUtpE38cwT46Gqw==

1100 Communication With The Public - https://simbli.eboardsolutions.com/SU/BWTi8a2HELcqU4PzfzbGslshQ==

1220 Citizen Advisory Committees - https://simbli.eboardsolutions.com/SU/VpmY5dBSFWLE6fitdNcyzQ==

1230 School-Connected Organizations - https://simbli.eboardsolutions.com/SU/SprGvT4JLyiowaplusmxiVSSQ==

1240 Volunteer Assistance - https://simbli.eboardsolutions.com/SU/qFyhC51HaVsQFQzFLm0YRw==

1240 Volunteer Assistance - https://simbli.eboardsolutions.com/SU/gp4G3BPHWAehbbQHFpaZ5w==

1400 Relations Between Other Governmental Agencies And The Schools - https://simbli.eboardsolutions.com/SU/fGVkBWqAW5f7R0efuJslshE8Q==

2230 Representative And Deliberative Groups - https://simbli.eboardsolutions.com/SU/0aBslshgtjIIVpr5ooCFyEqpg==

2230 Representative And Deliberative Groups - https://simbli.eboardsolutions.com/SU/UZbqKrtp4EtAXlSplus8S1Hkw==

3100 Budget - https://simbli.eboardsolutions.com/SU/KodWF92sZkFvDh43N6WxnA==

3100 Budget - https://simbli.eboardsolutions.com/SU/bbMUUoKDVtXZn1slL6gDRw==

3280 Sale Or Lease Of District-Owned Real Property - https://simbli.eboardsolutions.com/SU/kaFIs0kgFrbfX7WXmvyRaw==

4115 Evaluation/Supervision - https://simbli.eboardsolutions.com/SU/IPTHyWQDqbU9Fq62DSO7iA==

4131 Staff Development - https://simbli.eboardsolutions.com/SU/Y7plusilztj3ftUgCbuaRe6Zw==

4231 Staff Development - https://simbli.eboardsolutions.com/SU/KplusvmMR0UfwuQLmVUf43MxQ==

4315 Evaluation/Supervision - https://simbli.eboardsolutions.com/SU/tWCSdDquGtslshslshPLdsO5ptEA==

4315 Evaluation/Supervision - https://simbli.eboardsolutions.com/SU/0130Rxt92WkSyb5eSXslshl4A==

5030 Student Wellness - https://simbli.eboardsolutions.com/SU/Dq4slshKK0BUykzZ8iXSPZslshUw==

5113 Absences And Excuses - https://simbli.eboardsolutions.com/SU/rgTxSVxmuryHBYd5eslshYWDg==

5113 Absences And Excuses - https://simbli.eboardsolutions.com/SU/zcplusNG5PZWvJr4OJghPOe8Q==

5123 Promotion/Acceleration/Retention - https://simbli.eboardsolutions.com/SU/PNUc0tCnv8auOQa5JaRIslshA==

5145.6-E(1) Parental Notifications - https://simbli.eboardsolutions.com/SU/MAtAi4W2zQPC0a8ddQplusgslshA==

6000 Concepts And Roles - https://simbli.eboardsolutions.com/SU/evue5SX2HpE4zJLBVaAI2g==

6145 Extracurricular And Cocurricular Activities - https://simbli.eboardsolutions.com/SU/ew3vunVt5ntskOhn5GB4qw==

Extracurricular And Cocurricular Activities -

6145 https://simbli.eboardsolutions.com/SU/eYMFVhUjB3CkdpplusIXhbwdQ==

Homework/Makeup Work -
6154 https://simbli.eboardsolutions.com/SU/BuoWFlThfj5A3yplusplusyp9Cmw==

Homework/Makeup Work -
6154 https://simbli.eboardsolutions.com/SU/KHJcIupcr6melDkyfslshslshspA==

Selection And Evaluation Of Instructional Materials -
6161.1
https://simbli.eboardsolutions.com/SU/plus6Qiex9sOn5ZeFpje41Fmw==

Selection And Evaluation Of Instructional Materials -
6161.1 https://simbli.eboardsolutions.com/SU/XHxOBLNNZaIlHvl5jKzKlQ==

State Academic Achievement Tests -
6162.51 https://simbli.eboardsolutions.com/SU/IQEa4hWDNXggiG9n7jCD4w==

Title I Programs -
6171
https://simbli.eboardsolutions.com/SU/vD626a0TjlEtmfVhgNKSeg==

Title I Programs -
6171 https://simbli.eboardsolutions.com/SU/GtMOkslshcslshQBwrLZxeplus4fq3A==

Education For English Learners -
6174 https://simbli.eboardsolutions.com/SU/2RM4ppluseT2okIzSkuWSdDKQ==

Continuation Education -
6184 https://simbli.eboardsolutions.com/SU/zVL6GvVL4ElzYPyEQIs8nA==

Continuation Education -
6184
https://simbli.eboardsolutions.com/SU/yYn0894SuE2KhvMlSJkUvw==

Policy 5116.1: Intradistrict Open Enrollment

Status: ADOPTED

Original Adopted Date: 10/26/2010 | **Last Revised Date:** 02/09/2021 | **Last Reviewed Date:** 02/09/2021

The Ggoverning Bboard desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while maximizing the efficient use of district facilities and resources. The superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, board policy, and administrative regulation.

The parent/guardian of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code section 35160.5)

The board shall annually review this policy. (Education Code sections 35160.5, 48980)

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between the first Monday in December and the third Friday in January of the school year preceding the school year for which the transfer is requested.

Enrollment Priorities

No student who currently resides in the attendance area of a school shall be displaced by students transferring from outside the attendance area. (Education Code section 35160.5)

The superintendent or designee shall grant priority for enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is a victim of a violent crime while on school grounds. (20 USC 7912)

2. Is enrolled in a district school designated by the California Department of Education ("CDE") as "persistently dangerous." (20 USC 7912; 5 CCR 11992)

3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent's/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code section 234.1. (Education Code section 46600) If the district school requested by the student is at maximum capacity, the superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code section 46600)

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3). (20 USC 6311)

5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these special circumstances, the superintendent or designee must have received either: (Education Code section 35160.5)

    a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, a social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist, or marriage and family therapist, clinical social worker, or professional clinical counselor.

    b. A court order, including a temporary restraining order and injunction.

6. Is a sibling of another student already attending that school.

7. has a parent/guardian whose primary place of employment is that school.

~~No student who currently resides in the attendance area of a school shall be displaced by students transferring from outside the attendance area. (Education Code section 35160.5)~~

Application and Selection Process

Except for the enrollment priorities listed above, ~~For all other applications for enrollment from outside a school's attendance area,~~ the superintendent or designee shall use a random, unbiased selection process to determine which students ~~o~~ shall be admitted whenever a district ~~the~~ school receives admission requests that are in excess of the school's capacity. A school's capacity shall be calculated in a nonarbitrary manner using student enrollment and available space. (Education Code section 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code section 35160.5)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside of their attendance area

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being the victim of bullying. (Education Code section 46600)

adopted: October 26, 2010
effective: October 27, 2010
revised: March 22, 2011
revised: January 28, 2014
revised: October 11, 2016
revised: February 12, 2019
revised: February 9, 2021
revised: February , 2022

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

State References	Description
5 CCR 11992-11994	Definition of persistently dangerous schools
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 35160.5	District policies; rules and regulations
Ed. Code 35291	Rules
Ed. Code 35351	Assignment of students to particular schools
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48200	Compulsory attendance
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48300-48316	Student attendance alternatives, school district of choice program
Ed. Code 48980	Notice at beginning of term

Federal References	Description
20 USC 6311	State plan
20 USC 6313	Eligibility of schools and school attendance areas; funding allocation
20 USC 7912	Transfers from persistently dangerous schools

Management Resources References	Description
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 95 (2002)
California Department of Education Publication	Public School Choice FAQs
California Department of Education Publication	Every Student Succeeds Act - Update #8, July 14, 2017
Court Decision	Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
U.S. Department of Education Publication	Unsafe School Choice Option, May 2004
Website	California Department of Education - https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==
Website	U.S. Department of Education - https://simbli.eboardsolutions.com/SU/XcSsJimoslsh3XhJKy4tplus7wplusA==

Cross References	Description
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/bHkIgUHHaYmkGwztWWslsh5kA==
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/xpzgbMCJXon7uCU56P7ITg==
3540	Transportation - https://simbli.eboardsolutions.com/SU/scjk9pA7slsha7EO6MBDUJS8w==
5111	Admission - https://simbli.eboardsolutions.com/SU/p8MFs47RLjZjmv6NwgJt2A==
5111	Admission - https://simbli.eboardsolutions.com/SU/cliWjigYmN0jC0JaZuDl0Q==
5111.1	District Residency - https://simbli.eboardsolutions.com/SU/plusz6ZaX7QhnEPOwegplusYDylw==
5111.1	District Residency - https://simbli.eboardsolutions.com/SU/T7HPewAXrNZc7gr5MUgihg==
5116	School Attendance Boundaries - https://simbli.eboardsolutions.com/SU/zTfTe2DiQplusmSAZV9xdhkSw==
5117	Interdistrict Attendance - https://simbli.eboardsolutions.com/SU/oaOEV7uZd4AEIvKXlRH1tg==
5117	Interdistrict Attendance - https://simbli.eboardsolutions.com/SU/pZQLB9VpyRecsulswkBWXA==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/F3rJiBawCs1rYV3uu2slshYbg==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/P0SaZB8b2XpiRZWcqXRopw==
	Weapons And Dangerous Instruments -

5131.7 https://simbli.eboardsolutions.com/SU/6GMdAd9Pqkiotsy5C3P9plusQ==

Weapons And Dangerous Instruments -
5131.7 https://simbli.eboardsolutions.com/SU/T1Ig2aFxOslshSlnDy7Wne3KQ==

Parental Notifications -
5145.6-E(1) https://simbli.eboardsolutions.com/SU/MAtAi4W2zQPC0a8ddQplusgslshA==

Identification And Education Under Section 504 -
6164.6 https://simbli.eboardsolutions.com/SU/azageV8fvchGVKfm4dy3GA==

Identification And Education Under Section 504 -
6164.6
https://simbli.eboardsolutions.com/SU/sH1iPYdXUslsh3HWQAbFp93Ig==

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 02/15/2022

SUBJECT: San Juan Unified School District's Membership in the Statewide Educational Wrap Up Program

DEPARTMENT: Facilities

CHECK ONE:

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the district's membership in the Statewide Educational Wrap Up Program (SEWUP) to use for cost effective construction specific insurance to protect the financial interests of the district and bond.

RATIONALE/BACKGROUND:
Districts continue to look for opportunities to better protect themselves and reduce costs associated with the construction process. In keeping with this goal, the San Juan Unified School District recommends establishing an Owner Controlled Insurance Program (OCIP) through the Statewide Educational Wrap-Up Program (SEWUP) which requires board approved membership in the SEWUP Joint Powers Authority (JPA). The SEWUP program is available to all K-12 California Public Schools and Community College Districts through membership. SEWUP JPA Membership is at no cost to the district, a district pays only when insuring a specified project.

ATTACHMENT(S):
A: Resolution No. 4007
B: 2021-2023 SEWUP Contractual Provisions Phase IX

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

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

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

Strategic Plan: N/A

PREPARED BY: Frank Camarda, Chief Operations Officer

APPROVED BY: Kent Kern, Superintendent of Schools

RESOLUTION NO.4007

RESOLUTION DECLARING SAN JUAN UNIFIED SCHOOL DISTRICT'S MEMEBERSHIP IN THE STATEWIDE EDUCATIONAL WRAP UP PROGRAM

WHEREAS, the San Juan Unified School District along with other school districts and community colleges in the State of California have been studying Owner Controlled Insurance Programs (OCIP); and

WHEREAS, these districts have determined there is a need for Owner Controlled Insurance Programs by combining their respective efforts to establish, operate and maintain a Joint Powers Agency for Owner Controlled Insurance Programs; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California, authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, California law authorizes district JPAs to establish Owner Controlled Insurance Programs,

NOW, THEREFORE, BE IT RESOLVED that:

The Board of Education of the San Juan Unified School District hereby declares its membership in the Statewide Educational Wrap Up Program and instructs its duly authorized agent to execute on behalf of the District/JPA the attached Joint Powers Agreement and appoints Mr. Frank Camarda, Chief Operations Officer, as its official representative to the SEWUP JPA.

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the board on February 15, 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Michael McKibbin, Ed.D., President
San Juan Unified School District
Board of Education

Attest:

_____
Pam Costa, Clerk
San Juan Unified School District
Board of Education

Exhibit _____

OWNER CONTROLLED INSURANCE PROGRAM (OCIP)

1.1 INTRODUCTION

The District, hereinafter called the "Owner" has elected, at its sole discretion, to implement an Owner Controlled Insurance Program ("OCIP") under the Statewide Educational Wrap Up Program ("SEWUP"). The SEWUP Joint Powers Authority ("JPA") will be providing the OCIP on behalf of the Owner. All terms and conditions of the SEWUP Contractual Provisions will apply during the term of the contract.

The OCIP will be primary to other valid and collectable insurance for the owner and enrolled parties in the program. The SEWUP JPA will provide Workers' Compensation, Employer's Liability, General & Excess Liability, and Contractor's Pollution Liability for all Enrolled Contractors (and their Enrolled Subcontractors of every tier) and other designated parties for work performed at the Project Site (hereinafter called "Project") as well as builder's risk insurance. The Owner agrees to pay all premiums associated with the OCIP, unless otherwise stated in this section and in other contract documents.

Insurance coverage provided under the OCIP is limited in scope and specific to Work performed after the inception date of enrollment into the OCIP. Labor and ongoing operations related to offsite locations are not covered by the OCIP. In addition to any insurance provided by the Owner, all Contractors/Subcontractors will be responsible for providing certain insurance as specified in section 1.7. The Owner recommends that Contractors discuss the OCIP with their insurance agents, brokers or consultants to assure that other proper coverages are maintained, prior to contract acceptance.

Keenan & Associates, hereinafter called "Program Administrator", shall administer the OCIP on behalf of the SEWUP JPA. At all times, all Contractors/Subcontractors, shall (a) cooperate with Owner, Program Administrator, and all OCIP insurers, as applicable, and their respective consultants, agents and representatives, in its or their administration of the OCIP and all other terms and conditions described herein and (b) comply with the terms, conditions, warranties, and subjectivities of the insurance policies provided pursuant to the OCIP, including, without limitation, any and all directives and requirements of Owner's and the OCIP insurers' respective consultants, agents and representatives, including, without limitation, any directive or requirement relating to loss control, and quality control, and the closure to Owner's satisfaction of open items on any and all quality control checklists and inventories.

A. Participation in the OCIP

Participation in the OCIP is mandatory but not automatic. Each Eligible Contractor/Subcontractor must follow the guidelines, as specified in section 1.5.

Definitions:

Enrollment: An Eligible Contractor/Subcontractor is considered Enrolled once required documents are received, reviewed and processed by the OCIP Program Administrator to the insurer. (See Sections 1.7 and 1.8)

Contractor: Includes all vendors, suppliers, businesses, persons, or entities and entities which the Owner has engaged directly by contract to perform services relating to the Project.

Subcontractor: Includes all vendors' suppliers, businesses, and other persons or entities that have been engaged by a Contractor to perform, or assist with the performance of, services relating to the Project.

Eligible: Includes all Contractors/Subcontractors providing direct labor on the Project, and excludes Ineligible Contractors, as defined below. Temporary labor services and leasing companies are to be treated as Eligible Contractors.

Ineligible: It is not the intent to insure (but is not limited to): consultants; suppliers; abatement and/or removal of hazardous materials; vendors; materials dealers; surveyors; consultants; guard services; non-construction janitorial services; and truckers, including trucking to the Project

where delivery is the only scope of work performed; contractors subbing out installation who are not performing labor on the project site; and contractors performing landscape maintenance (though landscape work itself is covered). Ineligible parties are required to ensure that any eligible subcontractors who provide on-site labor comply with the OCIP Enrollment **Any questions regarding a Contractor's status as "Eligible" or "Ineligible" should be referred by written request to Owner and approved by the Program Administrator**

EACH CONTRACTOR/SUBCONTRACTOR MUST INCLUDE THIS DOCUMENT WITH THEIR BID SPECIFICATIONS TO ANY AND ALL SUBCONTRACTORS. Any contractor/subcontractor's failure to comply with the OCIP Administrator and all OCIP requirements shall be considered non-compliant under the contract.

Enrollment of each Contractor's eligible Subcontractors is mandatory. Contractor shall notify Owner and the Program Administrator in writing of the identity of each Subcontractor regardless of enrollment eligibility and shall cause each Subcontractor to notify the Program Administrator in writing of the identity of each of its Sub-subcontractors, prior to such parties' commencement of their portion of the Work and prior to their entry onto the Project. Subcontractors shall not be deemed enrolled until the Program Administrator and OCIP insurers receive and approve a completed Contract Enrollment Form, for each awarded contract. Enrollment is required prior to commencement of on-site activities but no contractor shall be enrolled sooner than 30 days prior to their start date. Each Subcontractor shall be solely responsible for any and all losses, damages, claims, liabilities, and suits arising out of such Subcontractor's failure to enroll, or delay in enrolling, any of its Subcontractors.

Unless otherwise directed by the Owner, Ineligible Contractors and Subcontractors will be required to maintain their own insurance for both on-site and off-site activities and will be required to participate in the Project Safety Program (See Section 1.16). Minimum Insurance and endorsement requirements are located in Section 1.7 & 1.8. Each ineligible contractor must register with the OCIP online portal called Keenan Wrap. All required certificates and endorsements must be supplied via Keenan Wrap.

B. Project Site and Offsite Premises

Coverages provided by the OCIP are **Project Site** specific. The Project Site shall be designated by the Owner. The Project Site consists of any and all projects that are endorsed to this policy, which includes the:

1. Ways and means adjoining the endorsed project site.
2. Adjacent locations to the endorsed projects sites where incidental operations are being performed, excluding permanent locations.

With the exception of 1 and 2 mentioned above, off-site locations, labor and ongoing operations are not covered by the OCIP. It will be the responsibility of each Contractor/Subcontractor to maintain off-site insurance, as identified in Section 1.7, which specifies coverage types and minimum limits. Contractor/Subcontractor will promptly furnish to the Owner, or its designated representative, Certificates of Insurance evidencing that all required insurance is in force.

1.2 PREQUALIFICATION & COST IDENTIFICATION

A. Contractor Pre-Qualification

Pursuant to Government Code Section 4420.5, Bidders must meet certain minimum standards to bid on the Owners' Project. The following qualification standards apply to ALL Bidding Contractors at time of bid opening:

1. **Shall have an average Workers' Compensation Experience Modification Rate (EMR) of 1.25 or less over the last five (5) years OR the current published year.**

a. *We encourage the bidder to choose subcontractors who meet these requirements however this will not exclude eligible subcontractors from enrolling in the OCIP.*

2. **Have Zero (0) Serious and Willful violations (Labor Code Section 6300) against them in the past five (5) years**

3. **Provide evidence of an Injury and Illness Prevention Program (IIPP). Evidence is required to be submitted post bid opening and prior to bid award.**

FAILURE TO MEET THESE MINIMUM STANDARDS SHALL DISQUALIFY THE BIDDER.

B. Contractor Insurance Cost Identification

Contractor's base bid shall exclude all costs for insurance coverages provided under the OCIP. If insurance cost is not removed, the bidder may not qualify as the lowest responsive bidder. The Bidder declares under penalty of perjury under California law, that the base bid excludes any costs relating to any insurance coverages afforded under the OCIP and that each subcontractor to the Bidder has similarly excluded costs for any insurance coverage afforded under the OCIP.

C. Change Order Pricing

All Contractors/Subcontractors declare, under penalty of perjury under California law, that the change order is priced to exclude any costs relating to any insurance coverage afforded under the OCIP.

1.3 OWNER-PROVIDED INSURANCE COVERAGES

CONTRACTOR/SUBCONTRACTOR SHOULD REFER TO THE ACTUAL POLICIES FOR DETAILS CONCERNING COVERAGE, EXCLUSIONS, AND LIMITATIONS. IN THE EVENT OF ANY CLAIM OR QUESTION REGARDING COVERAGE PROVIDED BY THE OCIP, THE ORIGINAL POLICIES WILL PREVAIL AS THE SOLE BINDING AGREEMENT. OCIP POLICIES AND PROJECT INSURANCE MANUAL ARE AVAILABLE UPON WRITTEN REQUEST TO THE PROGRAM ADMINISTRATOR.

THE OCIP IS INTENDED TO PROVIDE BROAD COVERAGES AND HIGH LIMITS, TO ALL ENROLLED CONTRACTORS/SUBCONTRACTORS. THE OWNER DOES NOT WARRANT OR REPRESENT THAT THE OCIP COVERAGES CONSTITUTE AN INSURANCE PROGRAM THAT COMPLETELY ADDRESSES THE RISKS OF THE CONTRACTORS/SUBCONTRACTORS. PRIOR TO CONTRACT AWARD, IT IS THE RESPONSIBILITY OF ALL CONTRACTORS/SUBCONTRACTORS TO ENSURE THAT THE OCIP COVERAGES PROVIDED SUFFICIENTLY ADDRESS THEIR INSURANCE NEEDS. UPON REQUEST, OCIP POLICIES ARE AVAILABLE FOR REVIEW.

OCIP coverage applies only to Work performed under the contract at the Project (see Section 1.1, B for definition). All Contractors must provide their own insurance for Automobile Liability and off-site locations, labor, and operations.

Such policies or programs may be amended from time to time, and the terms of such policies or programs, as amended, are incorporated herein by reference.

The Contractors/Subcontractors enrolled in the OCIP agree that the OCIP policies' limits of liability, coverage terms and conditions shall determine the scope of coverage provided by the OCIP. As of October 1, 2019, 100% of the limits are available with a minimum of $640 Million in construction values to be insured.

A. Workers' Compensation and Employer's Liability Insurance, will be provided in accordance with applicable state laws, to all Enrolled Contractors/Subcontractors, each as named insured, and issued an individual policy) reflecting the following Limits of Liability:

Workers' Compensation:

- California Statutory Benefits

Employer's Liability:

- $1,000,000 Bodily Injury each Accident

- $1,000,000 Bodily Injury by Disease – Policy Limit
- $1,000,000 Bodily Injury by Disease – Each Employee

1. Deductible: None
2. Exclusions: The known exclusions for this coverage are set forth below:

Bodily Injury Outside US or Canada	Intentional or Aggravated Bodily Injury
Bodily Injury To Any Member of Flying Crew	Obligations Imposed By Disability Benefits or Any Similar Law
Bodily Injury To Person Subject To Federal Workers' Compensation	Obligations Imposed By Occupational Disease Laws
Bodily Injury To Person Subject To Occupational Disease Laws	Obligations Imposed By Unemployment Compensation Laws
Contractual Liability	Obligations Imposed By Workers' Compensation Laws
Employees Knowingly Employed Illegally	State or Federal Law Violation Fines, Penalties
Employment Related Practices	

This is a summary and may not be exhaustive. The policy language may contain additional exclusionary language, limitations or carve-backs that are not identified on the table. It is the responsibility of the Contractor/Subcontractor to review the policy for the complete details of all exclusions.

3. **Policy Term**: The master policy effective date is October 1, 2021. The policy term is three years, with one automatic two-year renewal. The policy is intended to remain in effect for duration of the contractor's contractual work. Warranty work and post contract repair work is excluded. Each Contractor/Subcontractor is insured under the policy for the length of its work at the Project.

B. General and Excess Liability Insurance is written on an "Occurrence" form under master liability policies. Certificates of Insurance will be provided to all enrolled Contractors/Subcontractors as named insured, with the total limits of liability reflecting the following:

- $125,000,000 Bodily Injury and Property Damage Liability
- $195,000,000 General Aggregate
- $125,000,000 Products and Completed Operations
- 10 Years Completed Operations

1. Deductible: None
2. Conditional Warranties*:
    a. **Subsidence:** It is expressly warranted that the Named Insured and all Contractors and Sub-Contractors comply with all recommendations contained in the geotechnical/ environmental reports. Failure to comply will result in subsidence coverage being null and void and a full subsidence exclusion would be re-instated.
    b. **EIFS Installation Agreement**: The following terms and conditions shall be satisfied:
        ii. All EIFS type of work will be monitored and video recorded to ensure product warranty remains intact and not invalidated through erroneous installation.
        iii. Details of who is providing the EIFS warranty will be provided on a per project basis
        iv. EIFS value is to be declared per project
        v. EIFS purpose and use is to be declared per project
3. Exclusions: The known exclusions for this coverage are set forth below:

Aircraft, Auto or Watercraft	Nuclear
Asbestos	Personal and Advertising Bodily Injury
Certain Exclusions to Medical Payments Coverage	Pollution
Certain Exclusions to Personal and Advertising Injury Liability	Prior Continuous, or Progressively Deteriorating Injury or Damage
Certified Acts of Terrorism	Professional Liability
Contractual Liability (Limited Coverage Provided)	Recall of Products, Work Or Impaired Property
Employers Liability	Silica or Silica Mixed Dust
Employment Related Practices	Subsidence*
Expected or Intended Injury	Violation of Statutes Governing Collecting, Transmitting Information
Exterior Insulation and Finish Systems (EIFS) "Subject to Installation Requirements"	Violation of Statutes Governing Email, Fax, Phone Calls
Fungi Or Bacteria	War
Lead	Workers Compensation and Similar Laws
Mobile Equipment	

This is a summary and may not be exhaustive. The policy language may contain additional exclusionary language, limitations or carve-backs that are not identified on the table. It is the responsibility of the Contractor/Subcontractor to review the policy for the complete details of all exclusions.

4. **Policy Term**:
   a. The master policy effective date is October 1, 2021. The policy is intended to remain in effect for the length of the Project or through October 1, 2026 at 12:01am, whichever comes first.
   b. Ten years Products and Completed Operations coverage.

C. Contractor's Pollution Liability is written on an "Occurrence" form under a master liability policy. Certificates of Insurance will be provided to all enrolled Contractors/Subcontractors, as named insured, reflecting the following Limits of Liability:

- $15,000,000 Per Occurrence / $25,000,000 Policy Aggregate
- Defense cost are outside of limits up to $1M.

1. $10,000 Deductible per Occurrence
2. Contractor/Subcontractor shall be liable, at its expense; to the extent claims payable are attributable to their acts or omissions and/or the acts or omissions of its Subcontractors of any tier or any other entity or person for whom it may be responsible. The deductible will apply to each occurrence and must be satisfied prior to payment of the loss. The deductible amount shall not be reimbursed by the OCIP Insurance Program or the District.
3. Exclusions: The known exclusions for this coverage are set forth below:

Auto, Aircraft, Vessel Or Rolling Stock	Nuclear
Claims Between Certain Insureds	Other Entities
Contractual Liability	Pre-Existing Conditions
Damage To Property	Products
Fines, Penalties, and Treble Damages	War
Employment Related Practices	Workers Compensation and Similar Laws
Owned Hazardous Materials Facility	

This is a summary and may not be exhaustive. The policy language may contain additional exclusionary language, limitations or carve-backs that are not identified on the table. It is the responsibility of the Contractor/Subcontractor to review the policy for the complete details of all exclusions.

4. Policy Term: The master policy effective date is October 1, 2019. The policy is intended to remain in effect for the length of the Project or through October 1, 2026 at 12:01am, whichever comes first.

D. Builder's Risk coverage will be in place during the Course of Construction at the Project. Such insurance shall be written on a repair or replacement cost basis, subject to exclusions, sub limits, property limitations and conditions. Such insurance shall include the interests of the Owner as named insured and enrolled Contractors/Subcontractors as additional insured. The deductible schedule is as follows:

Deductibles

- $10,000 - $50,000 deductible (depending on type of structure) for Wood Frame, Masonry Non-Combustible or Joisted Masonry, and Fire Resistive / Non-Combustible.
- $100,000 deductible for Water Damage to All Construction Types

1. Contractor/Subcontractors shall be responsible for the applicable deductible. The deductible shall apply to each occurrence and must be satisfied prior to payment of the loss. The deductible shall not be reimbursed by the OCIP Insurance Program or the District.
2. Exclusions: The known exclusions for this coverage are set forth below:

Asbestos
Certain Offsite Property
Certain Release, Discharge, Escape, or Dispersal of Contaminants
Certified Acts of Terrorism (Optional Coverage)
Cessation of Work
Communicable Disease
Contractor's Tools, Machinery, Plans, Equipment
Cost of Making Good (Optional Coverage)
Damage to Existing Property (Optional Coverage)
Damage While Testing Prototype or Used Machinery/Equipment
Damages, Fines, Penalties at Government Agency or Court Order
Disappearance or When Revealed by Inventory Shortage Alone
Earth Movement (Optional Coverage)
Electrical, Magnetic, or Errors Related to Electronic Records
Financial Accounts, Instruments, Stamps, Deeds, Precious Material
Flood (Optional Coverage) (rain and the accumulation of rain water added to Flood definition)
Foreign Terrorism
Infidelity, Dishonesty, Fraudulent Activity of Insured
Land, Values of Land, Cut, & Fill etc. Prior to Project Commencement
Loss Under Any Manufacturer or Supplier Guarantee/Warranty
Normal Subsidence
Nuclear
Offshore or Barrier Island Property
Property That Stores, Processes, or Handles Radioactive Materials
Rolling Stock, Aircraft, Watercraft
Software Loss, unless results from an Open Peril
Vehicles or Equipment Licensed For Highway Use
War and Military Action
Standing Timber, Growing Crops, Animals

This builder's risk coverage and exclusion summary may not be all inclusive. The policy language may contain additional exclusionary language, limitations or carve-backs that are not identified on the table. It is the responsibility of the Contractor/Subcontractor to review the policy for the complete details of all exclusions, sublimit and deductibles.

3. Special Conditions: **All wood frame only projects are subject to Protective Safeguards as shown in** EXHIBIT A**.**
4. **Policy Term**: The policy term is the term of the project.
5. *All Contractors'/Subcontractors' shall be responsible for any loss or damage to their personal property. This would include, but is not limited to, tools, equipment, mobile construction equipment, or materials NOT intended to be a permanent part of the building, whether owned, borrowed, used, leased, or rented by any Contractor/Subcontractor. Any insurance purchased by the Contractors/Subcontractors, or self-insurance, shall be the Contractors'/Subcontractors' sole source of recovery in the event of a loss.*

E. OCIP Policies Establish OCIP Coverage. The insurance coverages, limits of liability, definitions, terms, conditions, exclusions and limitations contemplated in these contractual provisions and the other contract documents are set forth in full in the OCIP insurance policies. The summary descriptions of such policies in these contractual provisions, in the Project Insurance Manual, or in any other contract document or elsewhere are not intended to be complete or to alter or amend any provisions of the actual OCIP policies. To the extent, if any, such descriptions herein or therein conflict with any such insurance policies, the provisions of the actual insurance policies shall govern. To the extent there are any other conflicts between or among the provisions of such insurance policies, these contractual provisions, the contract documents, or the Project Insurance Manual, then in descending order, the insurance policies shall govern, followed by these contractual provisions, the contract, the other contract documents, then the Project Insurance Manual. Contractor/Subcontractor acknowledges that it has had the opportunity to review the insurance policies as provided in Section 1.3, and that it is relying solely on the provisions set forth in the insurance policies, and not upon any oral or written statement or reference in these contractual provisions, any other contract document, the Project Insurance Manual, or otherwise.

1.4 OCIP CERTIFICATES AND POLICIES

All Enrolled Contractors/Subcontractors will receive Certificates of Insurance for Workers' Compensation, General Liability, Excess Liability and Contractor's Pollution Liability coverages. Each enrolled Contractor/Subcontractor will receive their own Workers' Compensation policy. Program Administrator will provide a copy of the OCIP policies upon written request. Such policies or programs may be amended from time to time and the terms of such policies or programs, as they may be amended, are incorporated herein by reference. Contractors/Subcontractors hereby agree to be bound by the terms of coverage, as contained in such insurance policies and/or self-insurance programs.

1.5 CONTRACTOR/SUBCONTRACTOR RESPONSIBILITIES

Participation in the OCIP is mandatory but not automatic. Contractor /Subcontractor must comply with the following:

A. Contractor Eligibility, see Section1.1, **A** for definition.

B. Contractor Registration & Enrollment

The Program Administrator will provide online registration via Keenan Wrap, through its proprietary software referred to herein as "Wrap Portal"; a User Name, Password and URL for website enrollment will be provided to each Subcontractor upon entry of Subcontractor identifying information into Wrap Portal by Contractor or Parent Subcontractor regardless of enrollment eligibility.

An Eligible subcontractor is not enrolled until the Program Administrator and OCIP insurers receive and approve a completed OCIP Enrollment via Wrap Portal, for each awarded contract. subcontractor shall also upload declarations pages, including proof of rates from Subcontractor's current policies. Enrollment is required prior to commencement of on-site activities but no Subcontractor shall be enrolled sooner than 30 days prior to their start date. Subcontractors must provide the Required Insurance Coverages (see Sections 1.7 and 1.8) via Wrap Portal.

Any Subcontractor who enrolls in the OCIP after their start date must provide a No- Known-Loss Letter to the Program Administrator, along with the enrollment documentation. Late Enrollment is not guaranteed and must be approved and accepted by the insurance carrier. Upon approval, the Program Administrator will provide evidence of OCIP coverage to the Subcontractor, as noted in Section 1.4

All Subcontractors shall cooperate with, and require their Subcontractors to cooperate with, the Owner and the Program Administrator, in regard to the administration and operation of the OCIP.

C. Contractor/Subcontractor Compliance with Other Forms and Procedures

All Enrolled Contractors/Subcontractors are required to complete and submit the following forms:

1. Project Site Monthly Payroll Report

Project Site Monthly Payroll must be submitted to the Program Administrator by the 10th of each month via Wrap Portal until the completion of the contract and in no event shall be later than the 15th of each month. This report must summarize the unburdened payroll by Workers' Compensation Class Code. Certified payroll is not a requirement of the OCIP and cannot be accepted. **If the Project Site Monthly Payroll Report is not submitted by you or your subcontractor to the Program Administrator, the Contractor, Construction Manager and/or Owner may withhold payment until the report is received.** Subcontractor agrees to keep and maintain accurate and classified records of their payroll for operations at the Project Site. This payroll information is submitted to the OCIP insurer. At the end of each contract, a carrier audit may be performed using the reported payroll and other supporting documents, as required by the California Workers Compensation Insurance Rating Bureau (WCIRB).

Workers' Compensation Insurance Rating Bureau Requirements

Once an Eligible Contractor/Subcontractor is enrolled into the OCIP, a separate Workers' Compensation Policy will be issued to them. All Enrolled Contractors/Subcontractors shall comply with the rules and regulations of the California Workers Compensation Insurance Rating Bureau (WCIRB).

2. Contractor's Completion Notice

Contractor's Completion Notice must be submitted to the Program Administrator via Wrap Portal upon completion of work at the Project, which includes punch list items, but not warranty work. Subcontractor shall cooperate with Contractor in completing the *Contractor's Completion Notice.* This form evidences all enrolled Subcontractors' actual start and completion dates, per each contract. This information is used to confirm that each Workers' Compensation Policy was issued with correct policy term dates, covering the Subcontractors for the duration of their work at the Project. This information is subsequently submitted to the Workers' Compensation Insurance Rating Bureau (WCIRB).

3. Project Insurance Manual

A Project Insurance Manual will be provided to all awarded Contractors/Subcontractors, which includes a Program Summary, Claims Reporting Instructions, Project Safety Guidelines, necessary forms, and contact information. Copies can be requested from the Program Administrator.

Contractor/Subcontractor Compliance with all aspects of the OCIP

All Contractors/Subcontractors further acknowledge and agree to comply fully and promptly with such safety, loss control, and quality control rules, requirements, and directives as may from time to time be promulgated by Owner, the Program Administrator and/or the OCIP insurers or any of its or their respective consultants, agents, or representatives. Neither the Contractor or Subcontractor of any tier shall impede or otherwise prevent Owner, their representatives or the Program Administrator or their respective consultants from entering or otherwise accessing the project or its related off-site locations. Nothing in this document or any other contract document or in the Project Insurance Manual, shall be deemed to render Owner or any of its affiliates of any tier an employer of Contractor/Subcontractor or any of its Subcontractors or any of its or their personnel or employees. **Failure to comply will be considered non-performance under the contract.**

It is the obligation of each Eligible Contractor/Subcontractor to enroll in the OCIP and to comply with all OCIP requirements set forth in these contractual provisions, in the OCIP insurance policies,

in the Project Insurance Manual, and elsewhere in the contract documents. Contractor/Subcontractor shall provide each of its Subcontractors, among other things, with a copy of the Project Insurance Manual and a copy of these contractual provisions. Contractor/Subcontractor shall require in writing that each enrolling Subcontractor comply with, among other things, the provisions of the OCIP insurance policies, the Project Insurance Manual, and the contract documents. All such requirements shall be included in all subcontracts and sub-subcontracts with eligible parties. The failure of Contractor/Subcontractor or any other party to provide eligible Subcontractors with a copy of this document, the Project Insurance Manual, and/or all other applicable requirements shall not relieve any such Subcontractor of any of the obligations contained therein.

Contractor/Subcontractor shall keep and maintain accurate records and information in accordance with the requirements of the OCIP Insurer(s), the Project Administrator, the Project Insurance Manual, and the contract documents, and shall provide such records and information to Owner, the Program Administrator, and/or the OCIP insurers upon request.

1.6 OCIP DISCLAIMER

The Owner does not warrant or represent that the OCIP coverages constitute an insurance program that completely addresses all the risks of the Contractors/Subcontractors. Prior to the commencement of work under the contract, it is the responsibility of all Contractors/Subcontractors to ensure that the OCIP coverages provided sufficiently address their insurance needs. Any additional insurance coverage purchased will be at Contractor's/Subcontractor's option and sole expense.

1.7 REQUIRED CONTRACTOR/SUBCONTRACTOR PROVIDED INSURANCE COVERAGES

For any work under this contract, and until completion and final acceptance of the work by the Owner, the Contractors/Subcontractors shall, at their own expense, promptly furnish Certificates of Insurance evidencing that coverage is in force and any required Additional Insured Endorsements to the Owner, with a copy to the Program Administrator for the following coverages, before commencing work on the Project.

A. Automobile Liability Insurance Requirements and Limits Are as Follows: See Section 1.8 for Certificate Holder and Additional Insured Endorsement specifications. Automobile Liability Insurance must cover all vehicles owned by, hired by, or used on behalf of the Contractors/Subcontractors for both Project Site and off-site operations with the following minimum limits of liability:

Auto Liability Insurance Limits required:

All Contractors/Subcontractors*

General/Prime Contractor	Subcontractor	
$2,000,000	$1,000,000	Bodily Injury and Property Damage

***See Section 1.8 for additional insured language**

B. Workers' Compensation and Employer's Liability Insurance Limits:

Workers' Compensation –Statutory Benefits - All States
Employer's Liability:
$1,000,000 Bodily Injury each Accident
$1,000,000 Bodily Injury by Disease – Policy Limit
$1,000,000 Bodily Injury by Disease – Each Employee

C. General Liability Insurance, minimum limits of liability are as follows:

Eligible Contractors/Subcontractors

General/Prime Contractor	Subcontractor	
$2,000,000	$1,000,000	Bodily Injury and Property Damage
$2,000,000	$1,000,000	Per Occurrence
$2,000,000	$1,000,000	General Aggregate
$2,000,000	$1,000,000	Products/Completed Operations Aggregate
$2,000,000	$1,000,000	Personal/Advertising Injury Aggregate

Ineligible Contractors / Subcontractors (Excluded)

General/Prime Contractor	Subcontractor	
$2,000,000	$1,000,000	Bodily Injury and Property Damage
$2,000,000	$1,000,000	Per Occurrence
$2,000,000	$1,000,000	General Aggregate
$2,000,000	$1,000,000	Products/Completed Operations Aggregate
$2,000,000	$1,000,000	Personal/Advertising Injury Aggregate

D. Professional Liability Insurance: If Contractor's/Subcontractor's work requires design and/or design-assist services, or Contractor/Subcontractor performs professional services of any kind, Contractor/Subcontractor shall purchase and maintain, at its sole cost and expense, Professional Liability (Errors and Omissions) insurance for all professional services provided. This Professional Liability insurance shall include full prior acts coverage sufficient to cover the services under this agreement, with the following minimum limits of liability:

$1,000,000 per Claim/Annual Aggregate

Deductible or self-insured retention amount must not be greater than $100,000 per claim, including coverage of contractual liability.

Professional Liability Insurance is to be maintained during the term of the contract and for so long as the insurance is reasonably available as provided herein, for a period of ten (10) years after completion of the services.

E. Environmental and Asbestos Abatement Coverages: If the Contractor's/Subcontractor's scope of work involves the removal of asbestos, the removal/replacement of underground tanks, or the removal of toxic chemicals and substances, the Contractor/Subcontractor will be required to provide the following minimum limits of liability, for such exposures subject to requirements and approval of the Owner:

$1,000,000 per Claim/Aggregate

F. Aircraft or Watercraft Liability Insurance: If any Contractor/Subcontractor requires the use of Aircraft or Watercraft at the Project Site, the Contractor/Subcontractor shall purchase and maintain, or cause the operator of the Aircraft or Watercraft to purchase and maintain, Aircraft or Watercraft liability insurance. This must insure passengers and the General Public against personal injury, bodily injury or property damage arising out of the ownership, maintenance, use or entrustment to others. It includes Aircraft or Watercraft owned or operated by or rented or loaned to any insured. Use includes operation and "loading or unloading". Contractor/Subcontractor will be required to provide

the following minimum limits of liability, for such exposures subject to requirements and approval of the Owner:

$5,000,000 per Claim/Aggregate

1.8 REQUIRED CONTRACTOR/SUBCONTRACTOR CERTIFICATES OF INSURANCE AND ADDITIONAL INSURED ENDORSEMENTS

Certificates of Insurance and Additional Insured Endorsements acceptable to the Owner and Program Administrator must be filed with the Owner within ten (10) days after award of the contract to all Contractors/Subcontractors and prior to commencement of on-site activities.

All required insurance shall be maintained, without interruption, from the date of commencement of on-site activities, until the date of the final payment or expiration of any extended period, as set forth in this agreement. These certificates and additional insured endorsements required by Section 1.7 and 1.8 shall provide not less than thirty (30) days prior written notice to the Owner, with a copy to the Program Administrator, of any material change in the insurance, cancellation, or non-renewal.

Certificates of Insurance, the Project must be identified on the Certificate of Insurance in the "Description of Operations/Locations/Vehicles/Special Items" section. The Certificates of Insurance should name District, as the Certificate Holder, as specified below:

Certificate Holder:

San Juan Unified School District
c/o Statewide Educational Wrap Up Program (SEWUP)
2355 Crenshaw Blvd., Suite 200
Torrance, CA 90501

Additional Insured Endorsements: The Owner must be specifically named on the Schedule of an Additional Insured Endorsement, under the section titled, "Name of Person or Organization", as specified below:

1. **The District, CM, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds.**
2. All Contractors/Subcontractors must provide an additional insured endorsement for automobile liability.

   Ineligible Contractors/Subcontractors must provide an additional insured endorsement on both the Automobile Liability and General Liability policies and a waiver of subrogation on workers' compensation.

   San Juan Unified School District
   c/o Statewide Educational Wrap Up Program (SEWUP)
   2355 Crenshaw Blvd., Suite 200
   Torrance, CA 90501

1.9 CONTRACTOR/SUBCONTRACTOR INSURANCE FOR PERSONAL PROPERTY AND EQUIPMENT

All Contractors/Subcontractors shall be solely responsible for any loss or damage to their personal property including, without limitation, their tools and equipment, mobile construction equipment, scaffolding, and temporary structures, whether owned, borrowed, used, leased or rented by any Contractor/Subcontractor. Contractors/Subcontractors may at their sole discretion, purchase and maintain insurance or self-insure such equipment and property, and any deductible in relation thereto shall be their sole responsibility. Any insurance, including self-insurance, shall be the Contractors'/Subcontractors' sole source of recovery in the event of a loss.

Any type of insurance or any increase of limits of liability not described in this Section, which the Contractors/Subcontractors require for their own protection or on account of any statute, will be their own responsibility and at their expense.

1.10 ASSIGNMENT OF RETURN PREMIUMS

The Owner will be responsible for the payment of all premiums associated solely with the OCIP and will be the sole recipient of any dividend(s) and/or return premium(s) generated by the OCIP.

1.11 WAIVER OF SUBROGATION AND OWNER INDEMNIFICATION

With respect to their work on the Project:

1. Owner waives all rights of subrogation and recovery against the Contractors/Subcontractors to the extent of any loss or damage, which is insured under the OCIP.
2. Contractors/Subcontractors waive all rights of subrogation and recovery against the Owner and other Contractors/Subcontractors to the extent of any loss or damage, which is insured under the OCIP.
3. The Contractors/Subcontractors are obligated to indemnify the Owner for damages or claims not covered by the OCIP.

1.12 NO RELEASE

The provision of the OCIP, by the Owner, will in no way be interpreted as relieving the Contractors/Subcontractors of any other responsibility or liability under this agreement or any applicable law, statute, regulation, or order.

1.13 OWNER'S RIGHT TO AUDIT

The Contractor/Subcontractor will permit the Owner and/or its representative to examine and/or audit its books, records and insurance policy information. Contractor/Subcontractor will also provide any additional information to the Owner, or it's appointed representatives, as may be required.

1.14 DUTIES IN THE EVENT OF A LOSS

Contractors/Subcontractors are required to report all losses, which include potential losses, promptly to, OCIP insurers and/or Program Administrator. A full description and details of the incurred loss are also required.

The Contractor/Subcontractor shall assist the Owner, its agents, and the Program Administrator, by providing the utmost cooperation in the adjustment of claims arising out of the operations conducted under, or in connection with, the Project and shall cooperate with the Owner's insurers in claims and demands that arise out of the Work and that the insurers are called upon to adjust.

In the event of an accident, it shall be the responsibility of the employing and/or responsible Contractor/Subcontractor to see that injured workers or members of the public are provided immediate medical treatment. All appropriate medical and claim forms must be filed in accordance with the claim procedures developed for this Project by Keenan & Associates, hereinafter called "Program Administrator." This includes notification to the appropriate state authorities, if necessary.

1.15 OCCUPATIONAL SAFETY AND HEALTH COMPLIANCE

All Contractors/Subcontractors are expected to comply with all applicable local, state, and federal occupational safety and health requirements. If additional safety and health requirements are set forth in the contract specifications, all contractors shall comply with these requirements.

It is the responsibility of each Contractor/Subcontractor to maintain an environment free of recognized hazards. All Contractors/Subcontractors shall exercise reasonable care to prevent work-related injuries; property and equipment damage at the Project, as well as minimize risk to the public and third-party property.

The Program Administrator shall conduct periodic loss control surveys on behalf of the District. These surveys will focus on evaluating the Contractors'/Subcontractors' efforts to minimize loss, assist in identifying loss exposures, and to recommend appropriate corrective measures. The Program Administrator is a resource to supplement the safety and loss prevention activity of Contractors/Subcontractors. Its loss control survey activities or other activities of the Program Administrator and/or OCIP insurers do not in any way relieve the Contractors/Subcontractors of their responsibilities for Project safety.

1.16 PROJECT SAFETY PROGRAM

In addition, local, state, and federal occupational safety and health laws, the following standards apply to all Enrolled and Non-Enrolled Contractors/Subcontractors.

A. Safety Orientation

1. Contractor/Subcontractor employees shall be provided with a project specific safety orientation prior the start of the project. At a minimum, the orientation will address the following items:
    a. The District's site safety requirements.
    b. Site specific safety hazards and protective measures for these hazards.
    c. Emergency telephone numbers and procedures.
    d. Local medical clinic/hospital information within the Medical Provider Network (MPN).

B. Program Management

1. Each Contractor/Subcontractors shall have the following safety programs:
    a. Injury and Illness Prevention Plans
    b. Hazard Communication Programs
    c. Heat Illness Prevention Plans
2. Each Contractor/Subcontractor shall have an onsite competent person responsible for occupational safety and health.

C. Mandatory 6' Fall Protection

1. Contractor/Subcontractor employees shall be protected from fall exposures of 6 feet or greater. Activities include but are not limited to:
    a. Steel erection
    b. Roofing
    c. Framing
    d. Decking
    e. Scaffold work
    f. Work performed from ladders
2. The following exceptions apply only to framers and wood frame activities:
    a. When installing or "rolling" the joists, Cal/OSHA fall protection requirements shall govern.
    b. When framers are walking/working on securely braced joists, rafters, or roof trusses on center spacing not exceeding 24 inches, and more than 6' from an unprotected side or edge, they shall be considered protected from falls between the joists, rafters, or roof trusses.
3. A safety monitor as means of fall protection is prohibited.

4. Ladder jacks and lean-to scaffolds are prohibited.
5. Contractor/Subcontractors are required to provide training to their employees who might be exposed to a fall hazard prior to the exposure or upon hiring. This training shall be documented and available for review.
6. Methods of fall protection include but are not limited to the following:
    a. Railings
    b. Covers for Floor, Roof, and Wall Openings
    c. Personal Fall Arrest Systems, Personal Fall Restraint Systems, and Positioning Devices
    d. Controlled Access Zones
7. The design and construction of railings shall conform to the Cal/OSHA Construction Safety Orders.
8. The use of wire ropes as top rails and intermediate rails of guardrail systems used for perimeter protection, or at interior openings such as stairways and elevator shafts, shall be installed in accordance with Cal/OSHA requirements. Additionally, wire ropes shall be secured to each support and taut at all times. The maximum deflection of the top rail when a load of 200 pounds is applied in any direction at any point of the top rail shall not exceed 3 inches in one direction which includes the free hanging sag in the wire rope.
9. The minimum parapet height allowed for fall protection is 42 inches or greater.
10. Covers used to cover floor, roof, and wall openings shall be secured in place to prevent accidental removal or displacement and shall be marked in accordance in accordance with Cal/OSHA Construction Safety Orders.
11. Covers used to cover floor and roof openings shall be capable of safely supporting the greater of 400 pounds or twice the weight of the employees, equipment and materials that may be imposed on any one square foot area of the cover at any time.
12. Controlled access zones shall be defined by a control line or other means that restricts access. Each line shall have a minimum breaking strength of 200 pounds. Signs shall be posted to warn unauthorized employees to stay out of the controlled access zone.
13. Control lines shall consist of ropes, wires, tapes, or equivalent materials. Control lines shall be erected and supported in accordance with Cal/OSHA Construction Safety Orders.
14. Scaffold Access/Egress. An internal ladder system with hatches and drop-down ladders or temporary stairs shall be provided for safe access/egress on all scaffolds 20 feet or greater in height. External straight ladders are prohibited on all scaffolds if it exposes a user to a fall of 20 feet or greater in height.

D. Site Safety

According to industry practices, it is the responsibility of contractors of all tiers to exercise reasonable care to prevent work-related injuries; property and equipment damage at the project site, as well as minimize risk to the third-party persons and property. Contractors/Subcontractors of all tiers shall be expected to comply with the following safety and loss control requirements:

1. All Subcontractors shall identify their contact person(s) to the General or Prime Contractor.
2. All Contractors/Subcontractors shall follow District procedures for dealing with the media.
3. At all times, hard hats shall be worn in the construction environment. Hard hats shall meet the requirements of ANSI Z89.1. No modification to the shell or suspension is allowed except when such changes are approved by the manufacturer.

4. 100% protective eyewear with side shield protection is required while in the construction environment, shop, or anytime eye hazards exist. Protective eyewear shall bear a legible and permanent "Z87" logo to indicate compliance with applicable ANSI/ASSE Standard.
5. All construction employees shall wear clothing suitable for the weather and work conditions. At a minimum, this shall be short sleeved shirts, long pants, and leather or other protective work shoes or boots.
6. Alcohol is prohibited on District property always.
7. Contractors/Subcontractors will be required to respond to all District complaints about objectionable levels of dust or noise and will be required to provide prompt and appropriate abatement.
8. Construction personnel cannot enter District grounds other than the construction site unless accompanied by District personnel and are allowed only "incidental" contact with students. Violations of these requirements by any construction employee will result in a mandatory background check of that employee – including fingerprinting – as required by state law.
9. All prime contractors must attend the site-specific pre-construction meeting.
10. No sexual reference or preference shall be permitted on any piece of clothing or the hardhat. Any employee observed disregarding this policy shall be removed from the job site until further notice.
11. Contractors and subcontractors at all times shall keep premises free from debris such as waste, rubbish, and excess materials and equipment caused by contract work. Contractors and subcontractors shall not leave debris under, in, or about the premises. Upon completion of the contract work, contractors and subcontractors shall clean the interior and exterior of the building or improvement including fixtures, equipment, walls, floors, ceilings, roofs, window sills and ledges, horizontal projections, and any areas where debris has collected so surfaces are free from foreign material or discoloration. Contractors and subcontractors shall clean and polish all glass, plumbing fixtures, and finish hardware and similar finish surfaces and equipment and contractor shall also remove temporary fencing, barricades, planking and construction toilet and similar temporary facilities from the site. No glass containers are permitted on the site.
12. Theft or willful damage to any property of the District, student, or other contractors will be prosecuted fully.
13. All Contractors/Subcontractors will advise non-English speaking employees in their native language either in a written format or via an interpreter of these policies.

E. Crane Safety

1. In accordance with Title 8, California Code of Regulations, section 5006.1, employers shall only permit operators who have a valid certificate (license) of competency to operate cranes. The operator shall have his license on his person, readily available for review.
2. All cranes used in lifting service, exceeding 3 tons rated capacity, and their accessory gear shall not be used until the employer has ascertained that such equipment has been certificated in accordance with Cal/OSHA as evidenced by current and valid documents. Certificates (annual and quadrennial) attesting to current compliance with testing and examination standards shall be maintained, readily available for each crane.
3. The contractor shall provide an erection plan and procedure for erection of trusses and beams over 25 feet long. The erection plan and procedure shall be prepared by a civil engineer currently registered in California. This plan and procedure shall be followed and kept available on the job site.

F. Fire Prevention During Welding, Cutting, and Other Hot Work

1. Contractors engaged in welding and allied processes, heat treating, grinding, cutting, thawing pipe, powder-driven fasteners, hot riveting, torch-applied roofing in conjunction with the requirements of NFPA 241, and similar applications producing or using a spark, flame, or heat shall adhere to National Fire Protection Association Standard 51B entitled "Standard for Fire Prevention During Welding, Cutting, and Other Hot Work."

G. Incident Investigation Requirements

1. The contractor shall perform thorough, in-depth investigations and evaluations of all incidents. A formal incident investigation shall be conducted whenever any incident occurs, including, without limitation, both non-injury incidents and incidents involving first aid. Additionally, near miss accidents and/or incidents must be reported and undergo the same in-depth investigation, root cause analysis and lessons learned process. The incident investigation report shall be e-mailed to Keenan and Associates within 5 working days.
2. Recommendations and lessons learned to prevent recurrence of incidents shall be documented and communicated to all employees of contractor and subcontractors through safety meetings and on-the-job training.

H. Return to Work:

1. The District and OCIP Carrier are committed to working with all Enrolled Contractors and Subcontractors to promote the successful & timely return to work of injured employees following a work-related injury. The purpose of this policy is to ensure that Enrolled Contractor/Subcontractor employees who temporarily cannot return to their normal duties due to job-related injury or illness but can safely perform transitional duties while recovering is offered appropriate transitional duties for a limited time only.
    a. An employee who has experienced a job-related injury requiring medical treatment must provide a proper medical release prior to returning to work.
    b. An employee who has been removed from the jobsite ambulatory must provide a proper medical release prior to returning to work.
    c. Each Enrolled Contractor/Subcontractor will cooperate with the OCIP Carrier to facilitate the return to work of any injured employee capable of safely performing transitional duties.
    d. When the employee is released to transitional duties, it is the Enrolled Contractor/Subcontractor's responsibility to facilitate the injured employee's return to work.
    e. The Enrolled Contractor/Subcontractor is expected to accommodate the injured employee and facilitate the return to work.
    f. It will be the responsibility of the Insurance Carrier's Adjuster to maintain communication with the treating physician and the Enrolled Contractor/Subcontractor to facilitate the prompt return of an employee to full work status.

I. Conflicting Safety Requirements:

The District and SEWUP OCIP program place a very high value on project safety. Each may have their own safety requirements that are very similar in nature. However, in the event the requirements are in conflict or one is silent on a particular matter, then the requirement affording the greatest of amount protection will control. For example, if the District's Safety Program Requirements do not mandate 6' Fall Protection, then Section "6.5 Mandatory 6' Fall Protection" contained in the SEWUP Project Insurance Manual will control.

J. Noncompliance and Unsafe Practices

Owner or their representative shall have the authority to immediately cease any and all operation (s) on the jobsite that is deemed by Owner or their representative to be unsafe to property or has

the potential to cause Bodily Injury, pursuant to Title VIII California Code of Regulation, Section 1511. Any such cession of work shall not constitute recoverable delay or other contractual remedies for liquidated damages and may expose the offending contractor to any such losses to the District or other trades.

1.17 OWNER'S INSURANCE OBLIGATIONS; CONTRACTORS'/SUBCONTRACTORS' OBLIGATIONS; REPRESENTATIONS, WARRANTIES AND DISCLAIMERS

(a) Owner assumes no obligation to provide insurance other than that summarily described in these Contractual Provisions, in the Project Insurance Manual, and in the OCIP insurance policies. Contractor/Subcontractor shall review the OCIP coverages, limits of liability, and insurance policies to satisfy themselves that the coverages offered thereby meet its needs. Nothing contained herein shall be deemed to place any responsibility on Owner, and Owner disclaims any responsibility, for ensuring that the insurance provided by the OCIP is sufficient for the conduct of Contractor's/Subcontractor's business or performance of the Work, including, without limitation, the adequacy of the limits of liability provided by, and as to all other terms, conditions and exclusions of, the OCIP insurance policies. The furnishing of insurance by Owner through the OCIP shall in no way relieve or limit or be construed to relieve or limit Contractor/Subcontractor of any responsibility, liability or obligation imposed by the contract, the contract documents, the Project Insurance Manual, the OCIP insurance policies, or by law, including, without limitation, all indemnification obligations on the part of Contractor/Subcontractor.

(b) By enrolling in the OCIP, Contractor/Subcontractor acknowledge that (i) the limits of liability of the OCIP insurance policies are shared by all insured parties under the OCIP; (ii) Owner is not an insurer or in the business of insurance and is not an agent, broker, partner or guarantor of Contractor/Subcontractor or any of the insurance companies providing coverage under the OCIP (the "OCIP insurers"); and (iii) Owner is not responsible for (a) the availability, adequacy, or exhaustion of the limits of the OCIP, (b) the present or future solvency of any of the OCIP insurers or (c) any claims or disputes by, between or among Owner, Contractor/Subcontractor and any of the OCIP insurers, including, without limitation, claims or disputes arising out of any the OCIP insurers' payment or nonpayment of claims or losses, or such insurers' contractual or extra-contractual duties, including, without limitation, defense and/or indemnity obligations. Any type of insurance coverage or limits of liability not provided by the OCIP which Contractor/Subcontractor desires for its own protection, or which is required by applicable laws or regulations, shall be its sole responsibility and expense and shall not be included in its compensation for the Work. If Contractor/Subcontractor believes that additional limits of liability beyond those provided by the OCIP would be prudent for its protection, it agrees to investigate and procure such additional limits of liability for itself at its sole cost.

(c) By enrolling in the OCIP, Contractor/Subcontractor represents and warrants that it has had the opportunity to read and analyze (and to obtain professional assistance to read and analyze) a copy of the OCIP insurance policies and understand the contents thereof. Any reference in these contractual provisions, in the Project Insurance Manual, or elsewhere in any contract document as to amount, nature, type or extent of coverage provided under the OCIP and/or potential applicability to any potential claim or loss is for reference only and Contractor/Subcontractor represents and warrants that it has not relied upon any such reference or any other oral or written statement by or on behalf of Owner, the Project Administrator, or any of its or their agents, employees or representatives, but solely upon its own independent review and analysis of the OCIP insurance policies in formulating any understanding and/or belief as to amount, nature, type or extent of any coverage, conditions, extensions, or limits of liability provided by and as to all other terms of the OCIP insurance policies and/or their potential applicability to any claim or loss or their sufficiency for the conduct of Contractor's/Subcontractor's business or performance under the contract documents. To the extent that Contractor/Subcontractor deems it prudent to secure and maintain additional, supplemental, excess, or wholly

independent insurance or liability associated with its Work on the Project or otherwise, it shall be responsible to do so at its sole expense.

(d) Contractor/Subcontractor hereby releases Owner, the Program Administrator and their respective representatives, agents, directors, officers, employees, partners, shareholders, members, affiliates of every tier, successors, and assigns from any and all claims and liabilities arising out of or relating to acts, errors, omissions or negligence (i) in the design, selection, placement, adequacy, amount, limits, scope and nature of insurance coverage afforded by the OCIP, (ii) in the selection, performance and present and future solvency of the OCIP insurers, and (iii) in the implementation and administration of the OCIP. Contractor/Subcontractor shall make its own determinations regarding such matters and expressly waives all rights and benefits conferred upon it by the provisions of California Civil Code Section 1542, which provides:

"A general release does not extend to claims which the creditor did not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settlement with the debtor."

Contractor/Subcontractor expressly acknowledges that the foregoing waiver of the provisions of Section 1542 was separately bargained for, and expressly agrees that the release provision shall be given full force and effect, including, without limitation, as to unknown or unsuspected claims, demands, liabilities and causes of action, if any may exist or arise. This release provision shall survive the completion of the Work and the expiration or other termination of the Agreement.

1.18 JOINT DEFENSE OF CLAIMS AND SUITS AGAINST MORE THAN ONE INSURED

(a) If a claim, demand, suit, or other proceeding ("Claim") is brought against more than one insured under the OCIP, Owner and Contractor/Subcontractor recognize the common interest of all OCIP insureds in jointly defending that Claim. To the fullest extent permitted by law, and absent a material, current, actual, unwaivable conflict of interest mandating the appointment of separate counsel under applicable law, Owner and Contractor/Subcontractor insured under the OCIP (i) shall be defended by the same counsel and by the same consultants and experts selected by Owner and/or the OCIP insurers at its or their sole discretion, regardless of whether the defense under the OCIP is provided subject to a reservation of rights issued by any OCIP insurer, and (ii) waive their respective rights to independent counsel as to any and all such Claims. This waiver is deemed to be continuing. Contractor/Subcontractor agrees to execute such other documents as are required to effectuate this waiver and fulfill the purpose of this Section 1.18.

(b) In defense of Claims arising under the OCIP, information shared with counsel engaged to defend the insureds (" Defense Counsel") will be protected from disclosure and shall remain privileged even after the termination of the OCIP and/or the completion of the Project. Contractor/Subcontractor agrees not to disclose to any person or entity, other than to Owner and to Defense Counsel, any confidential information obtained in the defense or pursuit of Claims covered, or potentially covered, under the OCIP. Any such confidential information shall only be used in matters that arise directly pursuant to such OCIP Claims. However, disclosures of such confidential information may be made (i) upon written approval from Defense Counsel or (ii) where required by court order or by applicable law.

(c) Nothing in this Section 1.18 shall preclude Contractor/Subcontractors from engaging counsel of its choice, at its sole expense, to associate in the defense of any such Claim.

1.19 Duty of Care

Nothing contained in the OCIP insurance policies, the contract, these contractual provisions, any other contract document, or the Project Insurance Manual shall relieve Contractor/Subcontractor of its obligations to exercise due care in the performance of its duties in connection with the Work and to complete the Work in strict compliance with the contract documents.

NOTE: THE OWNER AND PROGRAM ADMINISTRATOR MUST APPROVE CHANGES TO ANY OCIP REQUIREMENT OR PROCEDURE. NO CONTRACTOR OR SUBCONTRACTOR HAS THE AUTHORITY TO AMEND THE OCIP REQUIREMENTS.

OCIP EXHIBIT A

PROTECTIVE SAFEGUARDS

APPLICABLE TO 'WOOD FRAME' PROJECTS ONLY:

The Builders Risk Policy will not pay for LOSS caused by or resulting from exposures, if the applicable protective safeguards are not maintained during the Builders Risk Policy term of INSURED PROJECT.

As a condition precedent to fire, theft, vandalism, and malicious mischief coverage provided by the Builders Risk Policy, the following protective safeguards will be maintained at every INSURED PROJECT **site of** Wood Frame construction **insured by the Builders Risk Policy.**.

1. **Fencing - The entire** INSURED PROJECT site shall be surrounded with a six foot chain link fence suitably anchored in the ground and placed a reasonable distance from the insured property. Gates through the chain link fence shall be securely locked during non-working hours.
2. **Lighting - The entire** INSURED PROJECT site shall be illuminated from sunset to sunrise, each day.

OCIP EXHIBIT B

Project Insurance Manual

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 02/15/2022

SUBJECT: Certification of Absence: Paula Villescaz

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:
The board is asked to certify that the January 25, 2022, absence of Board Member Paula Villescaz occurred due to illness.

RATIONALE/BACKGROUND:
Per Education Code Section 35120(c) and Board Bylaw 9250, a board member may be compensated for a missed meeting due to illness, jury duty, performing services outside the meeting for the school district or a hardship deemed acceptable by the board.

ATTACHMENT(S):
N/A

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

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

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 02/15/2022

SUBJECT: 2021-22 Local Control and Accountability Plan (LCAP) Mid-Year Update

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board review the 2021-22 LCAP mid-year update and the new required supplement to the LCAP Annual Update.

RATIONALE/BACKGROUND:
On June 22, 2021, the Board of Education approved San Juan Unified's LCAP, which was revised with input from a variety of educational partners throughout the district. The plan outlined a broad set of actions and services designed to better meet the needs of San Juan students overall, and specifically, English learner, low income, foster youth, and homeless students. Each action/service was designed and implemented to contribute improvement in one or more of the state priority areas as defined in Education Codes 52060 and 52066.

Since July 1, 2021, LCAP actions and services have been implemented in coordination with actions and services identified in the board approved Expanded Learning Opportunities (ELO) plan and Elementary and Secondary Schools Emergency Relief (ESSER) III expenditure plan. As we continue to navigate the COVID-19 pandemic, some actions and services have continued as planned, with other actions and services being modified or delayed due to a variety of challenges or shifts in need. This has resulted in actual expenditures being about 22% of the annual allocation as of October 31, 2021. This presentation will include a review of:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement) as required by Section 124(e) of Assembly Bill 130;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

ATTACHMENT(S):
A: Presentation
B: LCAP Supplement
C: LCAP Metrics and Outcome Data
D: LCAP Goals, Actions, and Expenditures

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

FISCAL IMPACT:
Current Budget: $347,064,177

LCAP/STRATEGIC PLAN:
Goal: 1-4 Focus: N/A

Additional Budget: $__N/A ___ Action: N/A
Funding Source: Base, Supplemental, and Categorical Funds Strategic Plan: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☒

PREPARED BY: Gianfranco Tornatore, Director, Continuous Improvement and LCAP

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

Local Control and Accountability Plan (LCAP) 2021-22 Mid-Year Update

Presented to Board of Education

February 15, 2022



San Juan Unified School District

Mid-Year Review Agenda

- Implementation of Expenditure Plan Actions:
  - Local Control and Accountability Plan (LCAP)
  - Expanded Learning Opportunity (ELO)
  - Elementary and Secondary Emergency Relief (ESSER III)
- 2021–22 LCAP Metrics Outcome Data
- Budget Overview for Parents

San Juan Unified School District

Expenditure Plans

Plan	Requirements
Local Control and Accountability Plan (LCAP)	Address the needs of all students with an emphasis on our English learner, low income, foster and homeless youth students
Expanded Learning Opportunity (ELO)	Lost instructional time due to COVID-19: Academic, social, emotional, mental health needs
Elementary and Secondary Emergency Relief (ESSER III)	• Lost instructional time due to COVID-19: Academic, social, emotional, mental health needs • Continuous and Safe In-Person Learning: Reduce or prevent the spread of the COVID-19 virus

San Juan Unified School District

Planning Timeline

	Jan. - Mar. 2020	Apr. - Dec. 2020	Jan. - Feb. 2021	Mar. - May 2021	June-July 2021	Aug.-Oct. 2021	Nov. - Dec. 2021	Jan. 2022-present
Local Control and Accountability Plan (LCAP)	----------	Suspended until Jan 2021 due to COVID	----------	----------	Implement through June 2024			Mid-year Update
Learning Continuity and Attendance Plan (LCP)		----------	Implement through June 2021					
Expanded Learning Opportunity (ELO) Grant				----------	Implement through June 2024			
Elementary and Secondary School Emergency Relief (ESSER III)						----------	Implement through September 2024	

---------- planning time

San Juan Unified School District

Community Engagement

Thought Exchange

>1,600 participants

2,590 thoughts

59,547 ratings

Listening Sessions

Staff

Students

Parents

Community partners

Labor groups

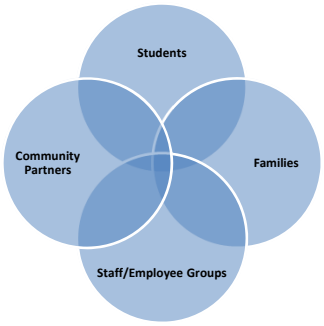
San Juan Unified School District

Educational Partners

Students	Families	Employee/Labor Groups	Community Partners
• Elementary, middle and high school students • Black Student Union • Foster Youth • Homeless Youth • Latinx • LGBTQ+ • Long-term English Language Learners • Refugee/Newcomer Students • San Juan Youth Voice Advocates (SJYVA) • Social Justice Youth Voice • Students with disabilities • Students with a Voice (SWAV) • Superintendent's Student Advisory Council (SSAC)	• African American • American Indian Education Program Parent Advisory Committee • District English Language Advisory Committee (DELAC) • District-wide ThoughtExchange Survey • Facilities Committee • Family Leadership Academy • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • Refugee/Newcomer Parents • Superintendent's Parent Advisory Committee (SPAC) • Spanish speaking families • Students with disabilities (SWD) • Special Education Community Advisory Committee (CAC) • Talleres Familiares	• California School Employees Association (CSEA) • Division of Teaching and Learning (DTL) • Extended Cabinet • San Juan Professional Educators Coalition (SJPEC) • San Juan Teachers Association (SJTA) • Special Education Local Plan Area (SELPA) Administrator Team	• Aerospace Museum • Care Solace • Carmichael Kiwanis • Effie Yeaw Nature Center/American River Natural History Association • Equity Community Collaborative Team (includes community partners from American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)

San Juan Unified School District

Key Themes



Strategies to address students' academic, social, emotional, mental health needs:

- Differentiate academic and social emotional supports
- Increase mental health supports for students
- Increase credit recovery options for students
- Foster peer interactions, mentoring, and community building
- Provide engaging, fun, real world experiences and opportunities for students

Strategies for continuous and safe in-person learning:

- Improve and continue COVID-19 mitigation strategies
- Improve facility infrastructure
- Implement strategies to address the staffing shortage
- Improve COVID-19 communication

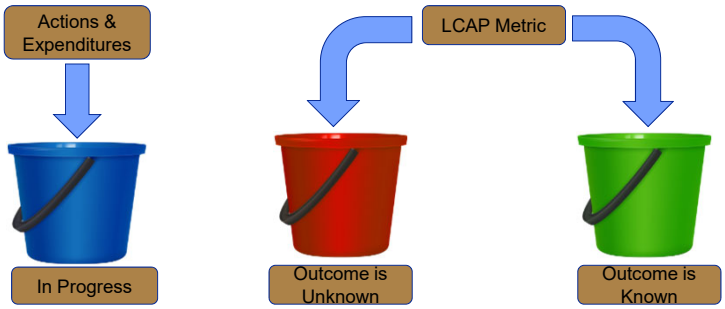
San Juan Unified School District

Successes and Challenges

Successes	Challenges
• Expanded site level staffing to support academic, social, emotional, and mental health needs (e.g. instructional assistants, counselors, mental health therapists) • Expanded summer offerings • Expanded community partnerships • Increased local control at the site level to address targeted student and site needs • Expanded enrichment opportunities (e.g. Flex Schedule, Camp Winthers) • Expanded supplemental curricular materials and supplies (e.g. iReady, Read&Write) • Expanded opportunities for targeted intervention supports via tutoring	• Workforce shortages impacted hiring and implementation of programs • Substitute shortage impacted ability to implement professional learning • Pandemic impeded expenditures and implementation of actions as intended • Keeping schools safe and open • Maintaining continuity of learning and implementation of programs

San Juan Unified School District

Mid-Year Update: LCAP Actions and Metrics



** See attachment for all available mid-year 2021-22 LCAP metrics data*
*** See attachment for update on implementation of actions*

LCAP Metric Considerations

Requirements
- 2019-20: State testing waived
- 2020: Reporting of state and local indicators on California Dashboard suspended
- 2020-21: Requirement to administer California Assessment of Student Performance and Progress (CAASPP) or local assessment

Interpreting Data
- Caution when making comparisons and decisions
- Low participation rate across state

San Juan Participation Rate of Eligible Students

Assessment	Year	Eligible Grade Levels	Overall Participation Rate
CAASPP	2018-19	3-8, 11	97%
	2019-20	N/A	N/A
	2020-21	3-8, 11	6%***

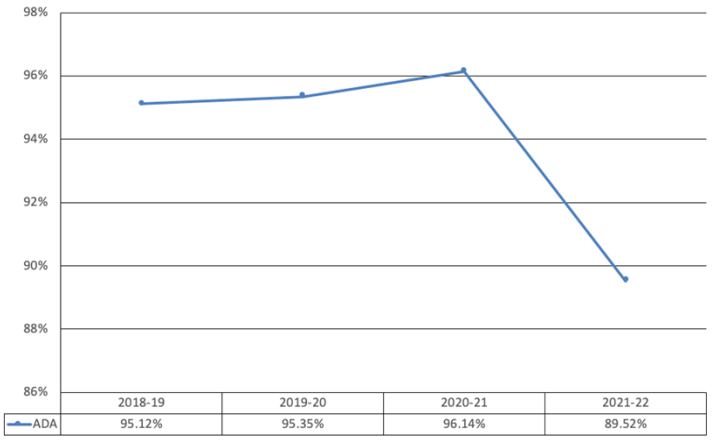
**** In 2020-21, only 11th grade students were administered the CAASPP. 3rd-8th grade students were administered the iReady local assessment in lieu of CAASPP.*

Academic Assessment Administration

Assessment	2018-19	2019-20	2020-21	2021-22
California Assessment of Student Performance and Progress (CAASPP)	In Person	N/A	Virtual In Person	Planned In Person
iReady	In Person	In Person*	Virtual In Person	In Person
Text Level	In Person	In Person*	Virtual In Person	In Person
Measures of Academic Progress (MAP)	In Person	In Person*	N/A	N/A
English Language Proficiency Assessments for California (ELPAC)	In Person	In Person	Virtual In Person	In Person
Advanced Placement (AP)	In Person	Virtual	Virtual In Person	Planned In Person
International Baccalaureate (IB)	In Person	Virtual**	Virtual**	Planned In Person

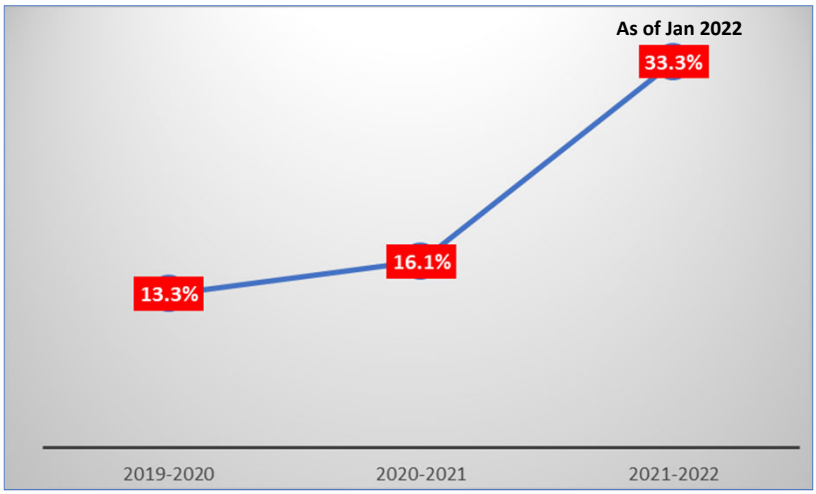
** iReady, Text Level, and MAP assessments administered in fall and winter only prior to the COVID shutdown.*
*** In 2019-20 and 2020-21, local assessment was administered in lieu of IB exam.*

TK-12 Average Daily Attendance (ADA)



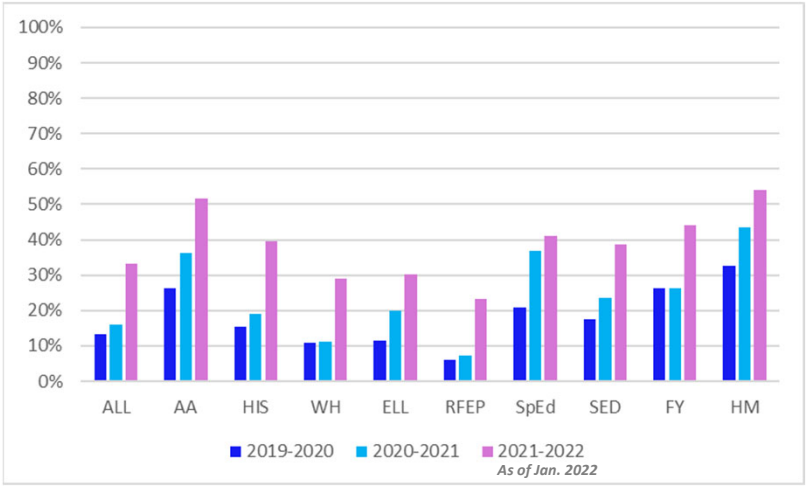
* 2019-20: COVID shutdown in February of 2020.
** 2020-21: Distance learning and hybrid learning.

Chronic Absenteeism



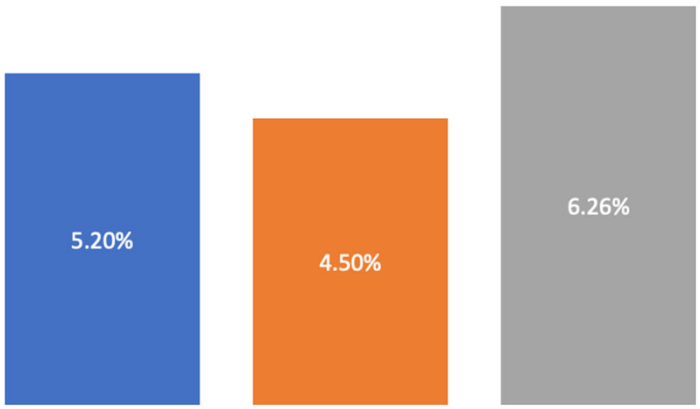
San Juan Unified School District

Chronic Absenteeism

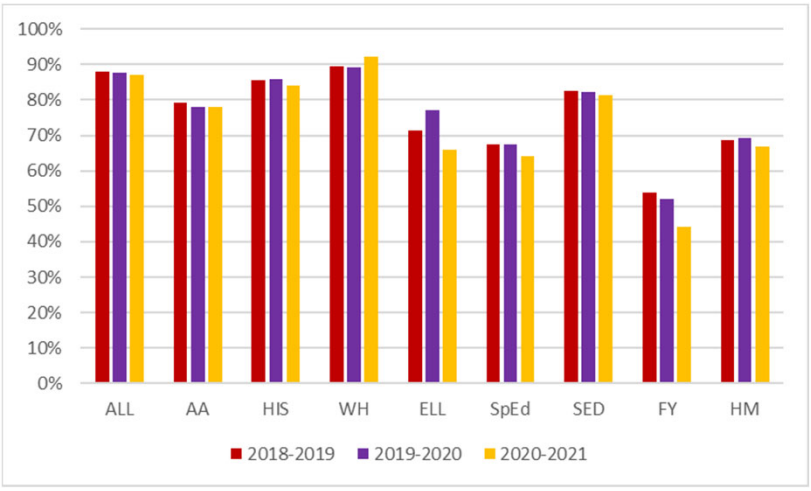


San Juan Unified School District

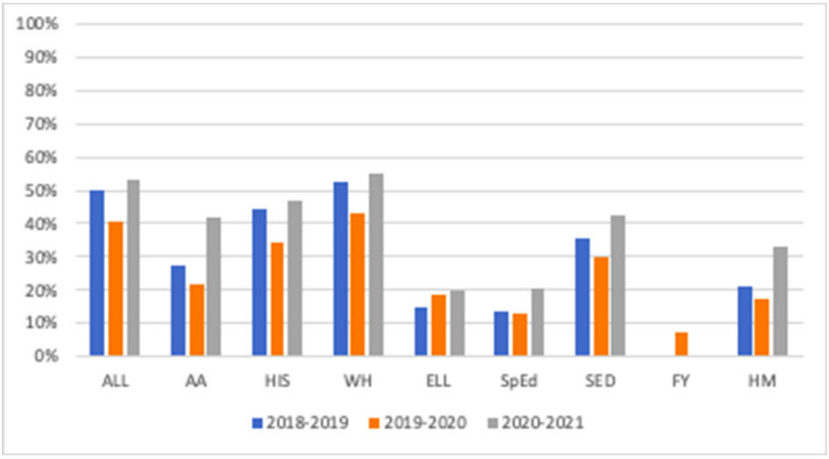
English Learner Reclassification



Graduation



A-G or CTE Completion



Differentiated Assistance

Student groups that have met the criteria for differentiated assistance for three or more consecutive years:

Foster Youth

Students with Disabilities

State Priority	Dashboard Indicator
Pupil Achievement (LCFF Priority 4)	Academics (ELA and Math)
Pupil Engagement (LCFF Priority 5)	Graduation Rate Chronic Absenteeism
School Climate (LCFF Priority 6)	Suspension Rate
Other Pupil Outcomes (LCFF Priority 8)	College/Career Indicator (CCI)

Parent and Community Budget Overview

Funding Source	As adopted in 2021-22 Budget Overview for Parents	Amount per Budget Act As of 10/31/21	Expenditures/Revenues As of 10/31/21
Total LCFF Base Funds	$346,381,653	$347,064,177	$77,305,448.54
LCFF Supplemental	$36,283,965	$36,642,562	$8,320,839.50
LCFF Concentration	$0	$0	$0
All Other State Funds *(includes ELO)*	$72,393,512	$85,166,690	$27,448,706.19
All Local Funds	$6,084,743	$8,524,057	$6,897,590.13
All Federal Funds *(includes ESSER III)*	$35,945,821	$112,750,169	$21,824,236.35
Total Projected Revenue	$497,089,694	$592,209,270	$113,325,566.62
Total Budgeted General Fund Expenditures	$550,431,895	$593,048,409	$141,796,820.71

Next Steps

- Listening sessions with educational partners in progress
- LCAP PAC to review:
  - Mid-year metrics
  - District climate survey
  - Listening session themes
  - Draft 2022-23 LCAP
- Inclusion of new LCAP goal for FY and SWD to improve graduation rate and college/career readiness outcomes
- Revisions to LCAP presented to board in June

Board Discussion

San Juan Unified School District

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Gianfranco Tornatore, Director – Continuous Improvement and Local Control and Accountability Plan	gianfranco.tornatore@sanjuan.edu 916-971-7931

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

As a part of San Juan Unified School District's continuous improvement efforts, input from our educational partners was collected throughout the 2020-21 school year as a part of the Local Control and Accountability Plan process and in response to the COVID-19 pandemic in the form of a ThoughtExchange, listening sessions, surveys, and small and large group meetings. The stakeholder groups engaged included:

Students	Families	Employee/Labor Groups	Community Partners
• Elementary, middle and high school students • Black Student Unions • Foster youth/homeless • Latinx • Long-term English Language Learners • Refugee/Newcomer • San Juan Youth Voice Advocates (SJYVA)	• African American • American Indian Education Program Parent Advisory Committee • District English Learner Advisory Committee (DELAC) • District-wide ThoughtExchange Survey	• California School Employees Association (CSEA) • Division of Teaching and Learning (DTL) • San Juan Professional Educators Coalition (SJPEC) • San Juan Teachers Association (SJTA)	• Aerospace Museum • Care Solace • Carmichael Kiwanis • Effie Yeaw Nature Center/American River Natural History Association

Attachment B

• Social Justice Youth Voice • Students with disabilities • Students with a Voice (SWAV)	• Family Leadership Academy • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • Refugee/Newcomer • Superintendent's Parent Advisory Committee (SPAC) • Spanish speaking families • Students with disabilities (SWD) • Special Education Community Advisory Committee (CAC)		

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

San Juan Unified did not receive concentration grant add-on funding due to the fact that our 3-year average enrollment of low-income, English learner, and/or foster youth students in San Juan is 53.39%, which is less than the 55% required to receive funding.

Academic Year	Unduplicated Number of EL, LI, FY Students	Total Number of Students	Unduplicated Percent of EL, LI, FY Students
2019-2020	22,002	39,445	55.78%
2020-2021	19,829	38,945	50.92%
2021-2022	20,353	38,077	53.45%
Average	20,728	38,822	53.39%

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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

In addition, listening sessions were held with the following groups:

Students	Families	Employee/Labor Groups	Community Partners
• Foster Youth • Homeless Youth • Newcomer/Refugee Students • San Juan Youth Voice Advocates • Superintendent's Student Advisory Council (SSAC)	• American Indian Education Program Program Advisory Committee • District English Learner Advisory Committee (DELAC) • Facilities Committee • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • Newcomer/Refugee Parents • Parents of Students with Disabilities • Superintendent's Parent Advisory Committee (SPAC) • Talleres Familiares	• Extended Cabinet • California School Employees Association (CSEA) • Division of Teaching and Learning (DTL) • San Juan Professional Educators Coalition (SJPEC) • San Juan Teachers Association (SJTA) • Special Education Local Plan Area (SELPA) Administrator Team	• Equity Community Collaborative Team (includes community partners from American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Utilizing the themes collected during the listening sessions, actions were developed. In addition to the input most recently collected to inform the Elementary and Secondary School Emergency Relief (ESSER III) expenditure plan, previously collected input that helped inform the Local Control and Accountability Plan (LCAP) and Expanded Learning Opportunities (ELO) plan was utilized to shape and influence the ESSER III expenditure plan actions. The successes and challenges experienced during implementation include:

Successes	Challenges
• Expanded site level staffing to support academic, social, emotional, and mental health needs (e.g. instructional assistants, counselors, mental health therapists) • Expanded summer offerings • Expanded community partnerships • Increased local control at the site level to address targeted student and site needs • Expanded enrichment opportunities (e.g. Flex Schedule, Camp Winthers) • Expanded supplemental curricular materials and supplies (e.g. iReady, Read&Write) • Expanded opportunities for targeted intervention supports via tutoring	• Workforce shortages impacted hiring and implementation of programs • Substitute shortage impacted ability to implement professional learning • Pandemic impeded expenditures and implementation of actions as intended • Keeping schools safe and open • Maintaining continuity of learning and implementation of programs

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

San Juan created a comprehensive three-year plan that braided the funds, actions, and services of the LCAP, ELO, and ESSER III expenditure plans by aligning the planning process of the three plans and by focusing on the following strategies:

Strategies to address students' academic, social, emotional, mental health needs:

- Differentiate academic and social emotional supports
- Increase mental health supports for students
- Increase credit recovery options for students
- Foster peer interactions, mentoring, and community building
- Provide engaging, fun, real world experiences and opportunities for students

Strategies for continuous and safe in-person learning:

- Improve and continue COVID-19 mitigation strategies
- Improve facility infrastructure
- Implement strategies to address the staffing shortage
- Improve COVID-19 communication

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Attachment C:
LCAP Metrics and Outcome Data

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
AA	African American
HIS	Hispanic
WH	White
ELL	English Language Learner
SED	Socio-Economically Disadvantaged
SpEd	Special Education
FY	Foster Youth
HM	Homeless

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
1	**Chronic Absenteeism:** Percentage of students who are chronically absent in grades TK-8.	2018-2019	Overall: 13% Disparity: 13.6% All 13 AA 25.7 HIS 14.7 WH 10.6 ELL 12.4 RFEP 5.9 FY 25.0 SpEd 19.2 SED 17.7 HM 26.6	Overall: 13.3% Disparity: 19.3% Aug-Mar 13, 2020 All 13.3 AA 26.4 HIS 15.4 WH 10.9 ELL 11.5 RFEP 6.0 FY 26.3 SpEd 20.7 SED 17.6 HM 32.6	Overall: 16.1% Disparity: 27.5% All 16.1 AA 36.2 HIS 19.0 WH 11.2 ELL 19.8 RFEP 7.4 FY 26.3 SpEd 37.0 SED 23.7 HM 43.6	Overall: 33.3% Disparity: 20.7% All 33.3 AA 51.6 HIS 39.5 WH 29.1 ELL 30.3 RFEP 23.3 FY 44.0 SpEd 41.1 SED 38.8 HM 54.0	All: <10% Disparity: <8.6%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
1	**Attendance:** Attendance rates for students in TK-8.	2018-2019	Overall: 95.2% Disparity: 2.6% All 95.2 AA 93.2 HIS 94.8 WH 95.5 ELL 95.0 RFEP 96.6 FY 92.6 SpEd 93.8 SED 94.3 HM 92.7	Overall: 95.1% Disparity: 3.6% Aug-Mar 13, 2020 All 95.1 AA 93.0 HIS 94.6 WH 95.4 ELL 95.4 RFEP 96.7 FY 92.4 SpEd 93.4 SED 94.3 HM 91.5	Overall: 94.8% Disparity: 8.7% All 94.8 AA 88.9 HIS 94.0 WH 96.0 ELL 94.0 RFEP 97.3 FY 88.9 SpEd 92.7 SED 92.6 HM 86.1	Overall: 90.6% Disparity: 6.5% All 90.6 AA 84.9 HIS 89.5 WH 91.6 ELL 91.5 RFEP 93.4 FY 88.8 SpEd 88.3 SED 89.2 HM 84.1	All: >95% Disparity: <2%
1	**Parent and Family Engagement**: District ratings on the parent and family engagement tool in all three areas: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making.	2018-2019	Relationships: Level 2 Partnerships: Level 3 Input: Level 3	Unavailable - Not administered due to COVID shutdown.	Relationships: Level 3 Partnerships: Level 2 Input: Level 3	Unavailable - Administered in the Spring.	All: Level 3 or higher
1	**Connectedness, Engagement, and Motivation**: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Participation/Engagement/Motivation.	2019-2020		Students: 50.8% of schools Staff: 73% of schools Parents: 92.1% of schools	Unavailable - Low participation impacted validity.	Unavailable - Currently being administered.	All: >70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
1	**High Expectations and Caring Relationships**: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to High Expectations/Caring Relationships.	2019-2020		Students: 76.2% of schools Staff: 85.7% of schools Parents: 93.7% of schools	Unavailable – Low participation impacted validity.	Unavailable - Currently being administered.	All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
1	**Staffing Ethnic Diversity**: Percentage of staff reflects the ethnic diversity of the student population for SJUSD.	2019-2020		Non-White Certificated: 21% Non-White Classified: 26%	Non-White Certificated: 23% Non-White Classified: 28%	Unavailable - Not yet released.	Non-White Certificated: 24% Non-White Classified: 29%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
1	**Parent Engagement in Leadership Roles**: Percentage of parents of unduplicated students (low income, English learners, foster or homeless) in leadership roles (School Site Council, ELAC, DELAC, LCAP PAC, SPAC, etc.).	2019-2020		36.4%	31.27%	34.64%	>45%
2	**Suspension Rate:** Percent of students who have one or more days of home/in-school suspension.	2018-2019	Overall: 6.74% Disparity: 14.31% All 6.74 AA 15.49 HIS 7.05 WH 5.65 ELL 5.52 RFEP 5.68 SpEd 10.69 FY 21.05 SED 9.14 HM 14.73	Overall: 4.65% Disparity: 13.4% All 4.65 AA 11.64 HIS 4.69 WH 3.76 ELL 3.44 RFEP 3.85 SpEd 8.48 FY 18.05 SED 6.27 HM 11.89	Overall: 0.13% Disparity: 0.18% All 0.13 AA 0.25 HIS 0.18 WH 0.11 ELL 0.09 RFEP 0.12 SpEd 0.30 FY 0.27 SED 0.18 HM 0.31	Overall: 3.86% Disparity: 17.29% All 3.86 AA 10.09 HIS 4.25 WH 2.86 ELL 3.56 RFEP 2.78 SpEd 7.87 FY 21.15 SED 5.98 HM 10.12	All: 1.65% Disparity: 7.69%
2	**Suspension:** Number of days of instruction lost to home/in-school suspension per 100 students.	2018-2019	Overall: 16.9 days Disparity: 53.3 days All 16.9 AA 48.4 HIS 17.5 WH 12.8 ELL 13.7 RFEP 13.7 SpEd 31.4 FY 70.2 SED 24.4 HM 48.1	Overall: 5.2 days Disparity: 24.4 days All 5.2 AA 15.2 HIS 5.2 WH 3.9 ELL 3.4 RFEP 3.8 SpEd 11.7 FY 29.6 SED 7.4 HM 16.0	Overall: .29 days Disparity: .70 days All .29 AA .65 HIS .44 WH .2 ELL .15 RFEP .65 SpEd .99 FY .35 SED .46 HM .61	Overall: 8.28 days Disparity: 14.74 days All 8.28 AA 23.02 HIS 9.07 WH 5.89 ELL 13.04 RFEP 6.16 SpEd 7.87 FY 21.15 SED 13.03 HM 20.53	All: <14.9 days Disparity: <47 days

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
2	**Expulsion Rate:** Percentage of students expelled from school.	2018-2019	Overall: 0.07% Disparity: 0.13% All 0.07 AA 0.19 HIS 0.10 WH 0.04 ELL 0.04 SpEd 0.03 FY 0.20 SED 0.09 HM 0.15	Overall: 0.03% Disparity: 0.27% All 0.03 AA 0.10 HIS 0.03 WH 0.04 ELL 0.00 SpEd 0.04 FY 0.30 SED 0.05 HM 0.16	Overall: 0.002% Disparity: 0.003% All 0.002 AA 0.00 HIS 0.00 WH 0.005 ELL N/A SpEd N/A FY N/A S ED N/A HM N/A	Unavailable - Not yet released.	Maintain Levels
2	**High School Dropout Rate:** Percentage of high school students who drop out (based on the 4-year cohort outcomes)	2018-2019	Overall: 6.6% Disparity: 30.4% All 6.6 AA 11.8 HIS 7.5 WH 5.5 ELL 18.4 SpEd 13.4 SED 9.6 FY 37.0 HM 20.5	Overall: 4.82% Disparity: 24.81% All 4.82 AA 9.04 HIS 4.60 WH 4.83 ELL 7.64 SpEd 7.47 SED 7.0 FY 29.63 HM 11.99	Overall: 6.11% Disparity: 14.82% All 6.11 AA 9.5 HIS 9.25 WH 4.99 ELL 12.55 SpEd 8.60 SED 8.91 FY 20.93 HM 16.80	Unavailable - Not yet released.	All: <5.6% Disparity: <25.4%
2	**Middle School Dropout Rate**: Number of middle school students (grades 6-8) who drop out of school.	2018-2019	24 students	18 students	15 students	11 students	<20 Students
2	**School Culture and Sense of Belonging:** Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to School Culture/Sense of Belonging.	2021-2022				Unavailable - Currently being administered.	Increase of 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
2	**Safety**: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Safety.	2019-2020		Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% of schools	Unavailable - Low participation impacted validity.	Unavailable - Currently being administered.	All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
2	**School Facilities:** All schools meet or exceed a "Good" rating on the Facilities Inspection Tool.	2019-2020		100%	100%	100%	100%
3	**English Language Arts State Assessment:** Percentage of students who meet or exceed the ELA standards as measured by CAASPP (and i-Ready in 2020-2021).	2018-2019	Overall: 46.6% Disparity: 30.9% All 46.6 AA 24.7 HIS 34.9 WH 53.7 ELL 30.2 SpEd 15.7 SED 31.5 FY 21.1 HM 22.3	Unavailable - State exam waived.	<u>CAASPP: Grade 11</u> Overall: 66.81% Disparity: 54.17% All 66.81 AA 36.37 HIS 57.64 WH 71.11 ELL 12.64 SpEd 27.59 SED 49.64 FY N/A HM 28.13 <u>i-Ready: Grades 3-8</u> Overall: 13.3% Disparity: 13.3% All 13.3 AA 5.1 HIS 8.0 WH 16.7 ELL 1.3 SpEd 4.7 SED 6.1 FY 0 HM 4.0	Unavailable - Administered in the Spring.	All: >55.6% Disparity: <20.9%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
3	**Math State Assessment:** Percentage of students who meet or exceed math standards as measured by CAASPP (and ïReady in 2020-2021).	2018-2019	Overall: 37.2% Disparity: 24.1% All 37.2 AA 14.3 HIS 23.9 WH 44.9 ELL 23.6 SED 22.9 SpEd 13.1 FY 16.8 HM 13.1	Unavailable - State exam waived.	<u>CAASPP: Grade 11</u> Overall: 43.31% Disparity: 34.77% All 43.31 AA 15.21 HIS 27.67 WH 47.14 ELL 12.99 SED 28.19 SpEd 8.54 F Y N/A HM 13.79 <u>i-Ready: Grades 3-8</u> Overall: 4.7% Disparity: 4.0% All 4.7 AA 0.8 HIS 1.9 WH 5.3 ELL 0.7 SED 1.8 SpEd 1.1 FY N/A HM 1.6	Unavailable Administered in the Spring.	All: >46.2% Disparity: <14.1%
3	**Science Standards:** Percentage of students who meet or exceed the science standards.	2021-2022				New Metric Unavailable - Administered in the Spring.	All: Increase by 5% Disparity: <10%
3	**Teacher Implementation of State Content Standard:** Percentage of teachers surveyed reporting "implementing" or "innovating" of the State Content Standards (ELA, Math, ELD, Science and Social Science).	2018-2019	ELA/Math: 80% ELD: 55% Science: 46% Social Studies: 53%	Unavailable - Common Core State Standards (CCSS) Survey not distributed in 19/20.	Unavailable - CCSS Survey not distributed in 20/21.	Unavailable - CCSS Survey not yet distributed.	All: >80%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
3	**English Language Progress**: Percentage of English language learners who demonstrate improvement using ELPI levels on the ELPAC.	2018-2019	52.55%	Unavailable - Dashboard Data Suspended.	Unavailable - Dashboard Data Suspended.	Unavailable - Not yet released.	>61.5%
3	**English Language Learner Reclassification:** Percentage of English language learners who are reclassified to Fluent English Proficient.	2020-2021		5.2%	4.5%	6.26%	>5.5%
3	**Standards Access:** Percentage of students who have access to standards-aligned instructional materials.	2019-2020		100%	100%	100%	100%
3	**Credentialed Staffing:** Percentage of teachers properly credentialed and appropriately assigned.	2019-2020		100%	98.04%	Unavailable - Not yet released.	>95%
3	**Text Level / i-Ready Reading K-2**: Percentage of students who meet or exceed the ELA standards measured by site text level assessment or i-Ready reading assessment	2018-2019	Text Level Overall: 57.8% Disparity: 27.2% All 57.8 AA 46.4 HIS 52.8 WH 63.4 ELL 35.9 SED 47.6 SpEd 30.6 FY 39.0 HM 41.3	Text Level Tri 2 Overall: 51.7% Disparity: 37.3% All 51.7 AA 43.1 HIS 44.6 WH 59.0 ELL 31.4 SED 41.4 SpEd 14.4 FY 37.5 HM 36.5	Text Level and i-Ready Overall: 22.8% Disparity: 16% All 22.8 AA 13.9 HIS 17.8 WH 28.8 ELL 10.2 SED 13.8 SpEd 11.8 FY 8.2 HM 6.8	Text Level and i-Ready Overall: 16.7% Disparity: 11.6% All 16.7 AA 11.4 HIS 14.7 WH 20.2 ELL 8.2 SED 5.6 SpEd 51.6 FY 5.1 HM 8.6	All: >65.8% Disparity: <17.2%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
3	**Integrated Math 1 Completion:** Percentage of Grade 9 students who successfully pass IM1 with a C or better by the end of their grade 9 year.	2018-2019	Overall: 61.44% Disparity: 46% All 61.4 AA 38.3 HIS 52.7 WH 66.8 ELL 34.2 RFEP 65.5 FY 15.4 SED 49.1 SpEd 34.0 HM 33.5	Overall: 69.4% Disparity: 33.7% All 69.4 AA 50.9 HIS 59.2 WH 75.5 ELL 43.5 RFEP 76.5 FY 35.7 SED 59.2 SpEd 47.6 HM 37.0	Overall: 51.3% Disparity: 38.3% All 51.3 AA 27.6 HIS 42.3 WH 58.1 ELL 23.2 RFEP 59.0 FY 13.0 SED 35.2 SpEd 26.1 HM 22.4	Overall: 59.3% Disparity: 37.8% All 59.3 AA 53 HIS 51.7 WH 63.8 ELL 43.7 RFEP 66.2 SED 50.6 SpEd 41.1 FY 21.4 HM 38	All: >64.4% Disparity: <41%
4	**Graduation Rate:** Percentage of students who graduate from high school within 4 years.	2018-2019	Overall: 88% Disparity: 34.3% All 88.0 AA 79.2 HIS 85.5 WH 89.6 ELL 71.3 SpEd 67.5 SED 82.6 FY 53.7 HM 68.7	Overall: 87.8% Disparity: 35.9% All 87.8 AA 78.0 HIS 85.9 WH 89.1 ELL 77.1 SpEd 67.5 SED 82.3 FY 51.9 HM 69.3	Overall: 87.1% Disparity: 42.9% All 87.1 AA 78 HIS 84.2 WH 92.3 ELL 65.8 SpEd 64.2 SED 81.2 FY 44.2 HM 66.8	Unavailable - Not yet released.	All: >89% Disparity: <29.3%
4	**College and Career Indicator (CCI Rate)**: Percentage of students placed in the "Prepared" level by the state's college and career indicator.	2018-2019	Overall: 41.1% Disparity: 39.1% All 41.1 AA 16.1 HIS 31.8 WH 44.9 ELL 8.0 RFEP 5.68 SpEd 4.5 FY 2.0 SED 25.9 HM 13.9	Unavailable - No Dashboard data available.	Unavailable - No Dashboard data available.	Unavailable - Not yet released.	All: >47.1% Disparity: <29.1%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
4	**A-G Completion:** Percentage of graduating seniors who meet the A-G college requirements.	2018-2019	Overall: 45.6% Disparity: 45.6% All 45.6 AA 23.9 HIS 37.0 WH 48.9 ELL 9.5 SpEd 4.3 SED 28.6 FY 0.0 HM 16.7	Overall: 37% Disparity: 32.8% All 37.0 AA 19.8 HIS 30.0 WH 38.9 ELL 12 SpEd 7.2 SED 24.3 FY 4.2 HM 13.5	Overall: 45.2% Disparity: 45.2% All 45.2 AA 30.91 HIS 39.45 WH 46.73 ELL 8.84 SpEd 10.11 SED 32.93 FY 0 HM 21.14	Unavailable - Not yet released.	All: >48.6% Disparity: <35.6%
4	**CTE Completion:** Percentage of graduating seniors who complete at least one CTE pathway.	2018-2019	Overall: 8.9% Disparity: 8.9% All 8.9 AA 5.8 HIS 11.6 WH 7.4 ELL 6.1 SpEd 9.1 SED 10.6 FY 0.0 HM 10.2	Overall: 5.4% Disparity: 3.3% All 5.4 AA 2.1 HIS 6.4 WH 5.8 ELL 9.4 SpEd 4.8 SED 7.4 FY 2.1 HM 4.2	Overall: 13.18% Disparity: 13.18% All 13.18 AA 13.33 HIS 12.82 WH 13.58 ELL 11.56 SpEd 11.99 SED 15.59 FY 0 HM 13.82	Unavailable - Not yet released.	All: >11.9% Disparity: <3.9%
4	**A-G AND CTE Completion:** Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway.	2018-2019	Overall: 4.3% Disparity: 4.3% All 4.3 AA 2.6 HIS 4.6 WH 3.6 ELL 0.7 SpEd 0.0 SED 3.7 FY 0.0 HM 5.6	Overall: 1.9% Disparity: 1.9% All 1.9 AA 0.5 HIS 2.3 WH 1.9 ELL 2.6 SpEd 0.0 SED 2.1 FY 0.0 HM 0.7	Overall: 5.41% Disparity: 5.41% All 5.41 AA 2.42 HIS 5.36 WH 5.48 ELL .68 SpEd 1.5 SED 5.89 FY 0 HM 1.63	Unavailable - Not yet released.	All: >7.3% Disparity: <3.6%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
4	**A-G OR CTE Completion:** Percentage of graduating seniors who meet the A-G college requirements or complete at least one CTE pathway.	2018-2019	Overall: 50.1% Disparity: 50.1% All 50.1 AA 27.1 HIS 44.1 WH 52.7 ELL 15.0 SpEd 13.4 SED 35.5 FY 0.0 HM 21.3	Overall: 40.9% Disparity: 33.6% All 40.9 AA 21.7 HIS 34.3 WH 43.1 ELL 18.9 SpEd 12.09 SED 29.9 FY 7.3 HM 17.2	Overall: 52.97% Disparity: 52.97% All 52.97 AA 41.82 HIS 46.92 WH 54.84 ELL 19.73 SpEd 20.6 SED 42.64 FY 0 HM 33.33	Unavailable - Not yet released.	All: >55.1% Disparity: <40.1%
4	**College and Career Indicators (AP or IB Exam Performance)**: Percentage of graduating seniors who receive a passing score on one or more AP or IB exams.	2018-2019	Overall: 21.3% Disparity: 21% All 21.3 AA 6.9 HIS 15.3 WH 23.7 ELL 24.7 SpEd 0.4 SED 9.6 FY 0.3 HM 4.6	Overall: 21.3% Disparity: 21.3% All 21.3 AA 5.5 HIS 13.3 WH 24.5 ELL 1.3 SpEd 1.1 SED 9.0 FY 0.0 HM 3.2	Overall: 17.59% Disparity: 17.59% All 17.59 AA 10.05 HIS 11.49 WH 17.23 ELL 5.1 SpEd 1.54 SED 10.67 FY 0 HM 3.68	Unavailable - Not yet released.	All: >30.3% Disparity: <16%
4	**College and Career Indicators (Early Assessment Program ELA)**: Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional).	2018-2019	Overall: 52.6% Disparity: 40.3% All 52.6 AA 37.2 HIS 42.3 WH 57.2 ELL 37.2 SED 35.8 SpEd 12.3 FY 18.8 HM 27.5	Unavailable - State exam waived.	Overall: 28.8% Disparity: 25% All 28.8 AA 10.2 HIS 18.7 WH 35.3 ELL 17.4 SED 15.8 SpEd 6.7 FY 9.5 HM 3.8	Unavailable - Not yet released.	All: >59.6% Disparity: <30.3%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
4	**College and Career Indicators (Early Assessment Program Math)**: Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured by the Early Assessment Program (EAP).	2018-2019	Overall: 31.2% Disparity: 25.6% All 31.2 AA 10.6 HIS 18.2 WH 35.8 ELL 20.7 SED 16.3 SpEd 5.6 FY 5.6 HM 5.7	Unavailable - State exam waived.	Overall: 17% Disparity: 17% All 17.0 AA 3.7 HIS 8.3 WH 21.0 ELL 10.5 SED 8.1 SpEd 2.6 FY 0.0 HM 1.5	Unavailable - Not yet released.	All: >38.2% Disparity: <15.6%
4	**Broad Course of Study**: Percentage of students in TK-5 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.	2019-2020		92.8%	93%	Unavailable - Data to be collected end of trimester 2.	
4	**Broad Course of Stud**y: Percentage of students in 6-8 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.	2019-2020		95.6%	96.33%	94.9%	Maintain Levels
4	**Broad Course of Stud**y: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation requirements in ELA, math, science, social science, foreign language, PE, and VAPA.	2019-2020		ELA 96.9% Math 85.5% Sci 75.9% Soc 79.4% FL 51.7% VAPA 43% PE 60.2%	ELA 96.8% Math 87.6% Sci 77.6% Soc 80.2% FL 55.8% VAPA 46.2% PE 62%	ELA 95.4% Math 87.1% Sci 58.5% Soc 81.2% FL 69.5% VAPA 43.9% PE 60.7%	Maintain Levels
4	**On Track for Graduation - Elementary Grades**: Percentage of students who receive a 1 in English Language Arts or Math.	2019-2020		Overall: 23.1% Disparity: 23.2% All 23.1 AA 32.1 HIS 26.8 WH 17.6 ELL 46.3 SED 32.3 SpEd 25.8 FY 37.6 HM 39.4	Overall: 27% Disparity: 33.6% All 27.0 AA 40.7 HIS 31.8 WH 20.6 ELL 50.7 SED 36.5 SpEd 25.3 FY 60.6 HM 46.4	Unavailable - Data to be collected end of trimester 2.	All: <20.1% Disparity: <18.5%

Goal	Metric	Baseline Year	2018-2019	2019-2020	2020-2021	2021-2022 (as of 1/15/22)	2023-2024 Desired Outcome
4	**On Track for Graduation - Middle School Grades**: Percentage of students who receive a D/F.	2019-2020		Overall: 28.4% Disparity: 30.5% All 28.4 AA 47.6 HIS 37.3 WH 22.6 ELL 48.5 SED 40.4 SpEd 41.0 FY 47.2 HM 58.9	Overall: 43.2% Disparity: 28.4% All 43.2 AA 64.3 HIS 54.4 WH 35.0 ELL 69.9 SED 59.8 SpEd 50.8 FY 68.0 HM 71.6	Overall: 27.8% Disparity: 23.9% All 27.8 AA 44.3 HIS 33.7 WH 21.1 ELL 49 SED 38.2 SpEd 31.4 FY 50 HM 51.7	All: <21.4% Disparity: <23.0%
4	**On Track for Graduation - High School Grades**: Percentage of students who receive a D/F.	2019-2020		Overall: 29.3% Disparity: 25.2% All 29.3 AA 44.7 HIS 38.3 WH 25.0 ELL 50.3 SED 40.5 SpEd 42.9 FY 52.5 HM 54.5	Overall: 38.9% Disparity: 32.3% All 38.9 AA 59.8 HIS 48.8 WH 32.1 ELL 65.8 SED 54.9 SpEd 54.3 FY 67.2 HM 71.2	Overall: 30.2% Disparity: 24.8% All 30.2 AA 47.4 HIS 37.8 WH 24.4 ELL 53.7 SED 42.0 SpEd 40.2 FY 44.7 HM 55.1	All: <22.3% Disparity: <19.0%

Attachment D:

LCAP Goals, Actions, and Expenditures

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
1.1	**Family and Community Engagement:** Provide information to parents on how to support instructional learning at home. Partner with and build capacity in parents across our diverse district (i.e. West End, Central, East End, etc.) to take leadership roles and step into districtwide decision-making roles to address specific school, region, and districtwide needs. Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships.	$604,488	$446,704	The Neighborhood Learning Project, Academic Parent Teacher Team, Family Leadership Academy, school community and family partnerships, and family education workshops are being implemented within the current health guidelines. The Parent Family Support Ambassadors program is fully staffed and is making great strides in effectively supporting students and families. Working across departments is effective and on-going.
1.2	**Foster Youth Staffing and Services:** Wraparound supports focused on attendance, tutoring, academic supports, college and career guidance, and transition from high school to college and career. Communication and marketing to families and students to ensure the success of these services.	$1,479,710	$1,236,823	Services by foster youth staff is in-progress. More allowable in-person visits have resulted in improved student supports with Free Application for Federal Student Aid (FAFSA) completion on target and credit recovery programs in full swing. Staffing is a challenge with recruiting tutors and filling the youth employment technician position along with chronic absenteeism and student engagement.
1.3	**Attendance Support for Homeless and Foster Youth:** Wraparound services that provide additional support for students and families experiencing homelessness including attendance improvement, transportation, and connection to additional district and community resources that support student basic needs and academic achievement. Communication and marketing to families and students to ensure the success of these services.	$621,445	$430,512	Collaboration between McKinney Vento staff and the attendance department has enhanced intervention efforts geared toward decreasing chronic absenteeism and identifying families in transition. Attendance improvement remains a challenge due to state, county, and local guidelines mandating student isolation, quarantine, and absence. School Community Workers along with department support staff have provided direct referrals to wraparound service agencies for mental health, housing, food, clothing, and alternative transportation options.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
1.4	**Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners (EL):** Provide responsive programs, curriculum, and instruction to support various EL student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.	$2,828,730	$2,056,794	BIAs and translation support are being implemented. These services are critical and in-demand. However, maintaining full staffing to meet the demand remains an on-going challenge.
1.5	**Post-Arrival Transition:** Support newcomer and refugee students through the use of cultural brokers. Address racial and cultural issues. Provide students with incentives, community service credits, and capacity building through summer programs that incorporate high school mentors as paid interns.	$819,912	$326,910	Newcomer Saturday School, School Community Resource Assistants (SCRAs), resettlement agency partnerships, and recruitment for staff vacancies is being implemented. SCRAs are highly effective in creating a bridge between home and school for refugee and immigrant students. Newcomer Saturday School is effectively involving its community partners. However, student recruitment remains an on-going challenge.
1.6	**Access to Public Meetings:** Use Zoom for advisory/committee meetings for continued and increased access to public meetings in addition to in-person return (ELAC, SSC, DELAC, school board, CAC, C&S, etc.). Flexible meeting schedule times (i.e. morning and evening).	$52,850	$52,850	Zoom product has been renewed and is actively used. Support calls have decreased due to familiarity with this platform. New security measures have been put in place making it more difficult for non-authorized users to access.
1.7	**Workforce Diversity:** 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.	$50,000	$27,814	Working with the Project Equity organization, hosting hiring events, and partnering with resettlement agencies are ongoing and have supported the recruitment, hiring, and retention of a diverse staff.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
2.1	**Multi-Tiered System of Supports for Social Emotional Health:** Provide tier 1, 2, and 3 supports to sites through direct services to students along with professional development based on site need.	$4,912,077	$3,728,313	Tier 1, 2, and 3 supports and capacity building are effective and ongoing. School Social Workers and Social Emotional Support Technicians have been extremely important in providing direct services to students in our low-density schools. Universal screeners are increasingly being used to help identify more students with internalizing behaviors. Professional development is being implemented virtually. Staff vacancies are a challenge.
2.2	**Prevention Services:** Support school sites and students to reduce substance abuse and to create physically, socially, and emotionally safe environments.	$291,867	$221,727	Prevention services are in-progress with all staff positions fully staffed. Recruiting California State University, Sacramento (CSUS) interns, however, is an ongoing challenge. Substance abuse and bullying prevention staff have implemented a process to prioritize targeted student populations. The immunization clinic remains closed, but clinic staff have increased collaboration with community partners to ensure immunizations are being provided to families in need.
2.3	**Inclusive School Climate and Equity:** Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice and providing professional development for staff.	$1,266,853	$913,910	Programs, services, community partnerships, and analytic assessment tool evaluations are on-going. Off-site tours and events have been halted temporarily and professional development participation is down. Advisor network groups for site-based clubs are effectively building student leadership. On-going community partnerships such as United College Action Network (UCAN), Improve Your Tomorrow (IYT), and Early Academic Outreach Program (EAOP) are strong and effective.
2.4	**School Climate Assessment and Continuous Improvement:** Provide professional development to support sites with alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	$315,474	$161,386	PBIS and RP professional development has been relaunched in both in-person and remote formats for administrative, certificated, and classified staff. Challenges include finding substitutes for coverages and professional development limitations. The bulk of this funding has moved from LCFF supplemental to Comprehensive Coordinated Early Intervening Services (CCEIS).

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
2.5	**School Site Supports for Safe Environments:** Provide and enhance staff trained in culturally responsive and restorative strategies to improve the safe environment of school sites including safety planning and training, safety systems, and student supervision.	$2,279,435	$1,780,051	Safe Schools department has assisted schools with creating and completing Comprehensive School Safety, COVID-19 Safety, and Threat Assessment Response plans as well as Catapult Emergency Management System Incident Management implementation and training, Behavioral Threat Assessment training, and emergency procedures and drills. Responding to safety incidents is on-going.
3.1	**Core Math:** Support teachers in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Support strategies to incorporate real-world, problem-solving situations. Support teachers in exploring strategies for equitable access that provide access for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	$544,351	$119,590	Professional development (PD) is being implemented virtually with decreased attendance. Challenges include finding substitutes for coverages. PD for K-8 math support is temporarily on hold.
3.2	**Core Literacy:** Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	$88,166	$7,953	Kindergarten Reading Screener assessment is being implemented with promising results. A decision to purchase this screener will be made in May. Elementary and secondary professional learning and support is on-going with lower than anticipated teacher participation.
3.3	**Intervention:** Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	$514,669	$474,681	Literacy and math intervention services are being offered. A high number of students have been identified as needing support, but student attendance has been inconsistent.
3.4	**Middle and High School Integrated Math Support:** Provide high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs. Provide middle school pilot math program to support targeted students in need of intervention.	$1,181,849	$1,057,073	Math supports are being offered and class size reduction has been implemented through the hiring of additional staff. Pilot math support program is being implemented at sites.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
3.5	**Integrated and Designated English Language Development (ELD):** Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	$7,074,381	$6,311,775	Integrated and designated ELD is being implemented. Staff vacancies continue to be a challenge. Guided Language Acquisition Design (GLAD) training and mentorships are on-going. Professional learning participation has been limited.
3.6	**Science:** Support implementation of Next Generation Science Standards (NGSS), including adoption of new instructional materials, focusing on equitable access, engagement, and relevancy for all students.	$62,835	$44,788	Implementation is on-going, but slow due to low teacher participation in professional learning.
3.7	**Supplemental Arts and Physical Fitness:** Provide access to before and after school programs, especially for our targeted groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	$178,009	$65,023	Before and after school programs had a delayed start, but are now being implemented. Direct physical access to programs and services such as cultural events present on-going challenges. Free access to quality instruments, equipment materials, and supplies is effective and on-going.
3.8	**Academic Supports:** Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data anlaysis, designated and integrated ELD, and implementation of GLAD strategies for integrated ELD.	$1,659,442	$1,318,505	Professional Learning and Innovation staff facilitate and support on-going PD to practitioners in effective instructional practices and effective use of curriculum and related supplemental resources. GLAD adoption and implementation is on-going. Engaging teachers in PD remains a challenge and results in decreased attendance. The ELD program specialist position remains open.
3.9	**School Site Innovation:** Provide support to Title I schools focused on academic and social-emotional learning (i.e. instructional administrative support, co-teaching model, newcomer support).	$2,911,875	$2,763,974	Tier 2 and tier 3 behavioral and academic supports are on-going and effective resulting in additional student support. Continuity of supports is a challenge due to substitute shortages.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
3.10	**Professional Growth:** In collaboration with San Juan Teachers Association (SJTA), provide peer support and training to new and veteran teachers in a system of professional growth.	$3,485,035	$2,862,500	All positions are fully funded and effective in providing on-going support to new teachers, Center for Teacher Support (CTS), experienced teachers, System of Professional Growth (SPG), and teachers needing improvement, Peer Assistance Reveiew (PAR). Launch of SPG website and "Sharing our Strategies" video series has been postponed. "Collaboration with Job Alike Peers" training series is being implemented.
3.11	**Effective Classroom Instruction:** Provide direct coaching and professional development to school site administrators focused on data analysis and supporting practitioner use of data to improve student achievement. Ensure teachers are properly credentialed and appropriately assigned as required by Williams Act.	$258,153,704	$206,564,219	Implementing effective classroom instructional strategies and supports continues even in the face of statewide staffing shortages. Evaluation to ensure appropriate credentials and assignments is on-going.
4.1	**School Counseling:** Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social emotional learning.	$1,877,596	$1,689,734	All school counselor positions are fully staffed. Tier 1 interventions to support students with college/career readiness as well as academic and social emotional learning are being implemented. Additional staff have been hired to provide targeted tier 1 interventions.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
4.2	**Alignment of Resources for English Learner (EL) Programs and Services:** Align interpreters and bilingual assistants to the six most commonly spoken languages other than English to support the academic success of our ELs and newcomers. Provide programs to meet the needs of specific populations: newcomers, long-term English learners (LTELs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent teacher conferences, etc. Translators to support students and families with Individualized Education Plan (IEP), enrollment, translation of documents, and interpretation.	$830,350	$339,070	Central support to sites for ELs is being provided and is effective in building capacity despite staffing issues. In-person English as a Second Language classes for adults are on-going with the challenge of delivering instruction on a consistent basis due to absences. Using external vendors to schedule students' World Language Proficiency exams has presented challenges with district staff actively pursuing other methods to validate proficiency.
4.3	**Post-Secondary Opportunities and Exposure:** Expose students to opportunities through lessons in Naviance, counseling core instruction, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduating from high school.	$460,189	$319,840	Advanced Placement (AP)/International Baccalaureate (IB) exams are being offered, but restrictive due the requirement to test in-person. Opportunities to visit and tour college/university campuses is restricted. AP teacher training will begin in February, 2022. The National Merit Scholarship Qualifying Test (PSAT/NMSQT) was administered free of charge to students in grades 10 and 11 at all high schools in October, 2021. Our partnership with Equal Opportunity Schools is on-going.
4.4	**Alternative Education and Credit Recovery:** Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient.	$1,817,248	$1,566,457	Enrollment in alternative programs has increased. Site administrators and counselors continue to support students in need of credit recovery. Credit recovery sections are full and credits are being recovered using programs such as APEX. Enrollment in programs for pregnant and teen parents is currently 93% and implementation of new outreach plans will help accomplish the goal of 100% enrollment.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
4.5	**Summer Opportunities and Enrichment:** Intervention and enrichment opportunities for students who are at risk from not being on grade level.	$3,150,903	$1,678,590	Summer programs including math camps, 20-day immigrant and EL school, EL summer school, and Academic Language Acquisition through STEM Summer Learning completed in summer, 2021. Planning for the Academic Language Acquisition through STEM Summer Learning is underway.
4.6	**Early Childhood Education:** Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.	$386,239	$195,759	Planning Camp Kinder for summer, 2021-22 is on-going and will expand to include first graders based on academic performance determined by their kindergarten teachers. Staffing to support Camp Kinder is effective, however the position to coordinate Camp Kinder is currently vacant due to labor shortages.
4.7	**Advancement Via Individual Determination (AVID):** Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.	$1,712,511	$1,534,833	The AVID program is being implemented at middle schools and high schools with progress monitoring occurring at sites twice per year and data collecting for certification bi-annually. There has been an increase in students receiving credit recovery support due to an increase in the number of students not passing required courses.
4.8	**Career Technical Education (CTE) Pathway Articulation and CTE Advancement:** Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.	$3,112,552	$2,422,289	Site counselors are working with students to complete Naviance and create four-year plans containing a CTE pathway upon entering 9th grade. High school CTE counselors are actively recruiting students into CTE programs. Alternative ways to promote CTE pathways have been implemented to expose students since the in-person CTE Expo directed at elementary and middle school students did not occur.

Goal	Action Title	Budgeted Expenditures 2021-2022	Estimated Actuals (01/20/22)	Implementation Status
4.9	**K-8 College and Career Strength Finding/Career Planning & Support:** Support all students in grades TK-8 in student career planning to include social emotional awareness, strengths finder, and self-discovery as they relate to and support the college and career Indicators.	$20,000	$0	Counselors working with 6th grade teachers to create lessons and implement a career pathway interest assessment for students using Naviance Strengths Explorer. Funds to purchase Gallop as an interest assessment tool were not spent as it was determined the existing Naviance platform is effective.
4.10	**District System Supports for Continuous Improvement:** Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	$5,718,567	$2,627,754	School site allocations are on-track for full expenditures with challenges in staffing site positions. PD focused on equity-driven continuous improvement and expenditure plan progress monitoring is on-going at the Division of Teaching and Learning. EduClimber was determined to be an ineffective tool for data and will not be purchased this year; alternative platforms are being explored. Increasing the number of students who participate in listening sessions across grade spans is ongoing, specifically for our EL, foster, homeless, and socio-economically disadvantaged students as well as students with Individualized Educational Plans (IEPs) who receive special education services.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 02/15/2022

SUBJECT: 2021-22 Local Control and Accountability Plan (LCAP) Mid-Year Update – Choices Charter School

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

DEPARTMENT: Admissions and Family Services

ACTION REQUESTED:
The superintendent is recommending that the board review the 2021-22 LCAP mid-year update and the new required supplement to the LCAP Annual Update.

RATIONALE/BACKGROUND:
California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

ATTACHMENT(S):
A: Presentation
B: LCAP Supplement
C: 2021-22 Mid-Year LCAP Progress Report Including:
1. LCAP Metrics and
2. Action Expenditure and Implementation Data

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/07/2022

FISCAL IMPACT:
Current Budget: $3,436,062
Additional Budget: $0
Funding Source: Unrestricted Base, Supplemental, other restricted, etc.
Current Year Only ☐ On-going ☐

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

PREPARED BY: Tony Oddo, School Director, Choices Charter School
Brian T. Ginter, Director, Admissions and Family Services

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

Local Control and Accountability Plan (LCAP)
2021-22 Mid-Year Update
Choices Charter School

Presented to Board of Education
February 15, 2022

Background

Section 124(e) of Assembly Bill 130 requires local educational agencies (LEAs) to present an update on the annual update to the 2021–22 LCAP and Budget Overview for Parents.

This update includes:

- The Supplement to the 2021-22 LCAP Annual Update
- Available mid-year outcome data related to metrics identified in the 2021–22 LCAP
- Mid-year expenditure and implementation data on actions identified in the 2021–22 LCAP
- How the LEA is implementing and aligning the requirements of its one-time COVID emergency state and federal funds to the Local Control Accountability Plan (LCAP)

Expenditure Plans

Local Control and Accountability Plan

- Address the needs of all students with an emphasis on our English learner, low income, and foster youth students

Expanded Learning Opportunity

- Lost instructional time due to COVID-19: Academic, social, emotional, mental health needs

Elementary and Secondary Emergency Relief

- Lost instructional time due to COVID-19: Academic, social, emotional, mental health needs
- Continuous and Safe In-Person Learning: Reduce or prevent the spread of the COVID-19 virus

Supplement to the 2021-2022 LCAP Annual Update

Educational Partner Engagement for Budget Act funds

Choices promotes community engagement through collaboration with the following educational partners:

- Advisory Council, consisting of teachers, parents, students, school administration, classified employees, and community members
- Family Focus Groups
- Parents and Students
- School Leadership Team
- School staff

School Focus and Key Themes

All students, including Socioeconomically Disadvantaged Students, English Learners, and Foster Youth, benefit from the focus on and implementation of:

- Expanded Tutoring Services
- College & Career Planning Support
- School Community Engagement
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support for Students
- A Strong, Positive School Climate
- Ongoing COVID-19 Mitigation Strategies

Budget Overview for Parents

Funding Source	As Adopted in 2021-22 Budget Overview for Parents
Total LCFF Base Funds	$2,752,560.00
LCFF Supplemental	$228,298.00
LCFF Concentration Grant	$0
All Other State Funds	$333,525.00
All Local Funds	$5,252.00
All Federal Funds	$116,427
Total Projected Revenue	$3,436,062.00
Total Budgeted General Fund Expenditures	$3,343,696.00

Successes

- Graduation Rate of Socioeconomically Disadvantaged Students
- SBA ELA - Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard
- SBA ELA - Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard
- SBA Math - Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard
- SBA Math - Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard
- Additional Opportunities for Targeted Intervention Supports Via Tutoring
- Improved Resources for Helping Parents With Use of School SIS, LMS, and Best Practices In Supporting An Independent Study Student
- Improved Parent & Student Outreach for New Families
- Debut of Annual College & Career Week
- Addition of i-Ready for Enhanced Disaggregated Formative Assessments

Challenges

- Decreased Enrollment for 2021-22 School Year
- Reduction in Students Attending On-Campus Support Classes
- Reduction in Students Attending On-Campus and Zoom Tutoring Offerings
- Pandemic Impeding Implementation of Numerous LCAP Goals
- Staff Fatigue
- Time To Monitor Programs and Focus on Mandated Programs and Budgetary Items
- Attention and Energy on COVID Taking Away from Focus on Teaching and Learning
- Many Choices Students Arrive With One or More Challenges/Disadvantages, Including Credit Deficiency, Health Issues, Deficits in Skills Due To Absences at Prior Schools (Especially During COVID)
- High Student Transiency

LCAP Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome 2023-24	Status (In Progress/ Final)
Graduation Rate of *Socioeconomically Disadvantaged Students* (Growth of at least 1% point per year)	**75%** (2020) Combined Four- and Five-Year Graduation Rate, Dashboard Additional Report)	**75%** (2021) Combined Four- and Five-Year Graduation Rate, Dashboard Additional Report)	**78%**	**In Progress**
Graduation Rate of *English Learners* (Growth of at least 1% point per year)	**73%** (2020)	**No data available for this student subgroup in 2021 due to insignificant sample size.**	**76%**	**In Progress**
SBA ELA- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	**6% points *below* performance of All Students** (2019)	**7% points *above* performance of All Students** (2021)	**3% points *below* performance of All Students**	**In Progress**

LCAP Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome 2023-24	Status (In Progress/ Final)
SBA ELA- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard *Data type redefined as "Ever-EL" in 2022, in order to have a large enough sample size to track progress on public reports.*	**2% points *below* performance of All Students** (2019)	**19% points *above* performance of All Students** (2021)	**0% points performance gap**	**In Progress**
SBA Math- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	**8% points *below* performance of All Students** (2019)	**11% points *above* performance of All Students** (2021)	**5% points *below* performance of All Students**	**In Progress**

LCAP Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome 2023-24	Status (In Progress/ Final)
SBA Math- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard *Data type redefined as "Ever-EL" in 2022, in order to have a large enough sample size to track progress on public reports.*	**3% points *above* performance of All Students** (2019)	**9% points *above* performance of All Students** (2021)	**0% points performance gap**	**In Progress**
College Career Indicator- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that are College/Career Ready on the California School Dashboard (Reduction in gap by at least 1% point per year)	**5% points *below* performance of All Students** (2020)	**2021 data available in February 2022.**	**2% points *below* performance of All Students**	**In Progress**

LCAP Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome 2023-24	Status (In Progress/ Final)
College Career Indicator- Achievement Gap between *English Learners* in Percentage that are College/Career Ready on the California School Dashboard (No data/ Insufficient Sample Size in 2020. Goal is no achievement gap once sample size is large enough to track.)	**No data available for this student subgroup in 2020 due to insignificant sample size.**	**2021 data available in February 2022.**	**0% points performance gap**	**In Progress**
Chronic Absenteeism- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8 (Reduction in gap by at least 1% point per year)	**4% points *above* performance of All Students** (2019)	**2020 and 2021 data not available on California School Dashboard.**	**2% points *above* performance of All Students**	**In Progress**

LCAP Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome 2023-24	Status (In Progress/ Final)
Chronic Absenteeism- Achievement Gap between *English Learners* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8 (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	**No data available for this student subgroup in 2019 due to insignificant sample size.** (2019)	**2020 and 2021 data not available on California School Dashboard.**	**0% points performance gap**	**In Progress**

Board Discussion

Attachment B: Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Choices Charter School	Tony Oddo, Director	toddo@sanjuan.edu; 916-979-8378

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

NA - No funds were received through the Budget Act of 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NA - No additional concentration grant add-on funding was received.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

NA - No one-time federal funds were received.

Attachment B: Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

NA - Choices Charter School did not submit an American Rescue Plan Act proposal.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Choices Charter School seeks to maximize student learning, minimize achievement gaps of disadvantaged student groups, and maximize the percentage of students who graduate on time and prepared for post-secondary college and career pursuits. To achieve these goals, Choices uses its fiscal resources to:

- Employ highly qualified teachers and to provide them with frequent professional development centered on current educationalresearch
- Provide teachers and students with necessary technology resources, including hardware, software, and support services
- Ensure a safe campus environment where students feel accepted, comfortable, and engaged
- Provide academic and social/emotional intervention services for students who struggle
- Offer a breadth of course alternatives and extracurricular activities to allow students to pursue interests and various pathways tosuccess
- Provide college and career counseling services
- Reward excellence in academics and character
- Track and analyze student data to consistently make data-based program decisions
- Engage parents and community members in supporting students and providing feedback about school services

Choices Charter School's flexible independent study program allows teachers to meet students where they are and to guide them to success through one-on-one and small group instruction. Socioeconomically Disadvantaged Students, English Learners, and Foster Youth students benefit greatly from this individualized approach and breadth of support services that can be swiftly applied to target areas of need.

Attachment C 2021-22 Mid-Year LCAP Progress Report

Goal #1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Focus 1: Provide professional development and support for quality first instruction leading to increased student learning (research based instructional practices which acknowledge and respect cultural and economic diversity).

Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.

Focus 3: Provide academic support structures and services which increase rates of students graduating on time and college and career ready

Focus 4: Provide engaging and relevant classes and activities on campuses.

State Priorities:

1. Basic (Conditions of Learning)
2. State Standards (Conditions of Learning)
3. Parental Involvement (Engagement)
4. Pupil Achievement (Pupil Outcomes)
5. Pupil Engagement (Engagement)
6. School Climate (Engagement)
7. Course Access (Conditions of Learning)
8. Other Pupil Outcomes (Pupil Outcomes)

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. Recent student data shows equity in Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* (data not available for *English Learners* due to insufficient sample size). Both *Socioeconomically Disadvantaged Students* and *English Learners* outperformed *All Students* on both ELA and Math SBA exams in 2021. 2021 data for the College Career Indicator and Chronic Absenteeism are not yet available and may not become available for *English Learners*, due to typically insufficient sample sizes. *Foster Youth* data is not available due to insufficient sample size.

Attachment C 2021-22 Mid-Year LCAP Progress Report

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Graduation Rate of *SocioeconomicallyDisadvantaged Students* (Growth of at least 1% point per year)	**75%** (2020) Combined Four- and Five-Year GraduationRate, Dashboard Additional Report) Source: https://www6.cde.ca.gov/californiamodel/GradReport?year=2020&cdcode=&scode=3430758	**75%** (2021) Combined Four- and Five-Year GraduationRate, Dashboard Additional Report) Source: https://www6.cde.ca.gov/californiamodel/GradReport?year=2021&cdcode=&scode=3430758	**78%**
Graduation Rate of *English Learners* (Growth of at least 1% point per year)	**73%** (2020) Source Unknown; data for this metric not currently available on any public site due to insignificant sample size.	**No data available for this student subgroup in 2021 dueto insignificant sample size.** Source: https://www6.cde.ca.gov/californiamodel/GradReport?year=2021&cdcode=&scode=3430758	**76%**
SBA ELA- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentagethat Met or Exceeded Standard (Reduction in gap by at least 1% pointper year)	**6% points *below* performanceof All Students** (2019) Source: https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758	**7% points *above* performanceof All Students** (2021) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=e&lstFocus=a	**3% points *below* performance of All Students**

Attachment C 2021-22 Mid-Year LCAP Progress Report

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
SBA ELA- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on publicreports.	**2% points *below* performanceof All Students** (2019) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=4&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=e&lstFocus=a	**19% points *above* performance of All Students** (2021) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=4&lstGrade=13&lstSchoolType=A&lstCount y=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=e&lstFocus=a	**0% points performance gap**
SBA Math- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentagethat Met or Exceeded Standard (Reduction in gap by at least 1% pointper year)	**8% points *below* performanceof All Students** (2019) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=3&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=m&lstFocus=a	**11% points *above* performance of All Students** (2021) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=3&lstGrade=13&lstSchoolType=A&lstCount y=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=m&lstFocus=a	**5% points *below* performance of All Students**

Attachment C 2021-22 Mid-Year LCAP Progress Report

SBA Math- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on public reports.	**3% points *above* performance of All Students** (2019) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=4&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=m&lstFocus=a	**9% points *above* performance of All Students** (2021) Source: https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=4&lstGrade=13&lstSchoolType=A&lstCounty=34&lstDistrict=67447-000&lstSchool=3430758&lstSubject=m&lstFocus=a	**0% points performance gap**
College Career Indicator- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that are College/Career Ready on the California School Dashboard (Reduction in gap by at least 1% point per year)	**5% points *below* performance of All Students** (2020) Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups	**2021 data available in February 2022.** Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups	**2% points *below* performance of All Students**
College Career Indicator- Achievement Gap between *English Learners* in Percentage that are College/Career Ready on the California School Dashboard (No data/ Insufficient Sample Size in 2020. Goal is no achievement gap once sample size is large enough to track.)	**No data available for this student subgroup in 2020 due to insignificant sample size.** Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups	**2021 data available in February 2022.** Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=&scode=3430758&reporttype=sgroups	**0% points performance gap**

Attachment C 2021-22 Mid-Year LCAP Progress Report

Chronic Absenteeism-AchievementGap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8 (Reduction in gap by at least 1% pointper year)	**4% points *above* performanceof All Students** (2019) Source: https://www.caschooldashboard.org/reports/34674473430758/2019/academic-engagement#chronic-absenteeism	**2020 and 2021 data not available on California School Dashboard.** Source: https://www.caschooldashboard.org/reports/34674473430758/2021/academic-engagement	**2% points *above* performance of All Students**
Chronic Absenteeism-Achievement Gap between *English Learners* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8 *(No data/ Insufficient Sample Size. Goal is no achievement gap once sample sizeis large enough to track.)*	**No data available for this student subgroup in 2019 dueto insignificant sample size.** (2019) *https://www.caschooldashboard.org/reports/34674473430758/2019/academic-engagement#chronic-absenteeism*	**2020 and 2021 data not available on California School Dashboard.** Source: *https://www.caschooldashboard.org/reports/34674473430758/2021/academic-engagement*	**0% points performance gap**

Attachment C 2021-22 Mid-Year LCAP Progress Report

Mid-Year 2021-22 Progress: Status of Implementation and Expenditures						
Status	**Action #**	**Title**	**Description**	**Contributing to Increased or Improved Services**	**Planned - Total Funds**	**Mid-Year - Total Funds (As of 01/28/2022)**
In Progress	1	Tutoring	• Continue existing tutoring services. Include a Zoom tutoring option. Focus on skill-building. (+25 Tutor hours per week estimated) • Continue providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week • Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. • Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week	Y	$32,473.70	$44,345.70
In Progress	2	College & Career Planning Support	• Provide students and families with three College & Career presentations per year. Focus on University, Trade School, and Community College applications. Promote events via automated phone message, ParentSquare email, and class announcements by Faculty. +30 Counselor hours per year • Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year • Advertise and provide counseling support by appointment for help with college research and applications. +20 Counselor hours per year • Develop second CTE Pathway in Information & Communication Technology. +4 Faculty hours per week • Develop and begin implementation of a	Y	$8,793.50	$4,246.50

			seven-year program to promote college/career readiness at each high school grade level. +40 Counselor hours per year • Prepare for on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week • Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. +40 Counselor hours per year			
In Progress	3	Community Enhancements	• Continue to encourage *English Learners* to enroll in on-campus electives and to participate in extracurricular activities. • Continue to add at least one extra-curricular activity each year. +2 Staff hours per week • Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year • Appointment of an EL Coordinator who will oversee English Learner support and teach an ELD course. +5 Faculty hours per week • Continuation of augmented outreach to families initiated by campus closure in 2020-21. +25 Faculty hours per week • Task force preparation for safe campus reopening, aligned with CDC protocols. +40 Faculty hours per year	Y	$3,761.65	$19,927.50

In Progress	4	Technology Resources	• Continue to upgrade technology as needed. • Advertise low-cost internet to families in need. • Provide Wi-fi hotspots for students in need. • Provide laptops on loan for students without computers at home. • Provide technical support for students at home. • +5 Assistant Director hours per week	Y	$32,988.83	$6,750

In Progress	5	Miscellaneous Support	• Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year • Provide annual training of staff and administration on SBA administration. +25 Faculty hours per year • Continue to provide intervention services for students who struggle academically and/or socially. +Full-time Community Liaison, +18 Counselor hours per week, +9 Assistant Director hours per week • Develop and provide additional parent training on online curriculum system during student registration process. +5 Assistant Director hours per week • Provide four in-person, evening training sessions for parents: use of School Pathways, PLP, and best practices for supporting an independent study student. +40 Director hours per year • Advisory Teachers will check-in with new families shortly after enrollment to offer support, answer questions, and introduce a main point of contact at the school. +80 Faculty hours per year	Y	$189,645.00	$85,238.05

Attachment C 2021-22 Mid-Year LCAP Progress Report

Mid-Year 2021-22 Progress: Additional Actions (Not in 2021-22 LCAP)			
Title	**Description**	**Contributing to Increased/Improved Services?**	**Mid-Year – Total Funds (As of 01/28/22)**
Added to Action #2: College & Career Week	Debut of annual College & Career Week in Fall 2021. Staff decorated the main lobby, added College & Career assignments to their curriculum, delivered a lunchtime CTE presentation, provided a celebratory barbecue, and organized a college sweatshirt raffle.	Y	$2,203.20
Added to Action #5: Vertical Teaming in Departments (Professional Development)	Starting in Fall 2021, staff members meet in departments monthly to share best practices and to address content areas and/or grade levels in need. Teachers review standards and ensure that each grade-level is learning content and skills necessary to progress to subsequent grades.	Y	$0.00
Added to Action #5: Empowering Parents (Professional Development)	Spring 2022: Staff will collaborate about successful practices and will decide on additional support to provide.	Y	$0.00
Added to Action #5: Formative Assessment with iReady	Spring 2022: iReady assessments will be utilized regularly in English and Math classes. Formative assessment data will be shared with students and parents, and individual student progress will be tracked. Interventionary measures will be taken to address identified areas of need.	Y	$7,752.00
Added to Action #5: Food Services to Provide Breakfast During Standardized Testing	Spring 2022: SJUSD Food Services will provide both breakfast and lunch to students during the regular CAASPP testing window to ensure that students have the opportunity to eat a healthy meal before taking exams.	Y	$?

Attachment C 2021-22 Mid-Year LCAP Progress Report

Goal #2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being of each student.

Focus 1: Expand health and social/emotional support services and interventions to students and their families.
Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.
Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community.

State Priorities:

9. Pupil Engagement
10. School Climate

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. Recent school surveys show that about half of *All Students* and *Students with Disabilities* feel less anxious once enrolled at Choices, suggesting equitable experiences across various students subgroups. 100% of surveyed students report that they feel safe at Choices. Choices recognizes that students learn best when they feel safe and well and that the program's ability to meet these needs is a hallmark of its success. CCS seeks to continue to support students' social/emotional needs in an equitable fashion, ensuring equal access to education for all.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	**Baseline**	**Year 1 Mid-Year Progress**	**Desired Outcome for 2023–24**
Special Education Attitude Survey- Percentage of *Students with Disabilities* surveyed at the end of each school year who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	**64%** (2020)	**Survey not administered in 2021.**	**67%**
Student School Satisfaction Survey- Percentage of *All Students* returning in fall, each year, who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	**58%** (2020)	**43%** (2021)	**61%**

Attachment C 2021-22 Mid-Year LCAP Progress Report

Student School Satisfaction Survey- Percentage of *All Students* returning in fall, each year, who reported that they felt safe on campus the previous year (Maintain figure at 90% or higher)	**96%** (2020)	**100%** (2021)	**90%**

Mid-Year 2021-22 Progress: Status of Implementation and Expenditures						
Status	**Action #**	**Title**	**Description**	**Contributing to Increased or Improved Services**	**Planned - Total Funds**	**Mid-Year - Total Funds (As of 01/28/2022)**
In Progress	1	Identify, Support, and Track Progress of Students with Anxiety	• Implement process to identify, support, and track academic progress of *Students with Disabilities* who struggle with anxiety. +5 Self-Study Coordinator hours per year, +5 Resource Specialist hours per year • Implement process to identify, support, and track academic progress of *All Students* who struggle with anxiety. +8 Self-Study Coordinator hours per year	Y	$ 3,000.00	$853.64

Attachment C 2021-22 Mid-Year LCAP Progress Report

In Progress	2	Expanded Mental Health Support to Support Students' Return to In-Person Learning	• Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. +5 Counselor hours per week, +5 Community Liaison hours per week	Y	$23,040.00	$9,018.08

Mid-Year 2021-22 Progress: Additional Actions (Not in 2021-22 LCAP)			
Title	**Description**	**Contributing to Increased/Improved Services?**	**Mid-Year – Total Funds (As of 01/28/22)**
Added to Action #2: Students in Mental Health Crisis "Watchlist"	Planned to debut in Spring 2022. Staff will record their concerns about students' well-being in a central spreadsheet, which will be monitored by the school Counselor. The Counselor will reach out to students in need and provide appropriate interventionary services.	Y	$0.00

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 02/15/2022

SUBJECT: Redistricting Trustee Map Boundaries

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending that the board discuss the proposed trustee-area maps and adopt Resolution No. 4006, approving adjustments to the boundaries of the district's trustee areas pursuant to Education Code section 5019.5.

RATIONALE/BACKGROUND:
On July 27, 2021, the board selected preferred trustee districts. The map selected used 2010 census data because the 2020 data had yet to be published. The 2020 census data was validated by the California Department of Finance and finalized on September 27, 2021. Based on the 2020 census data, updated maps may need to be drawn with new boundaries based on the 2020 census data in order to maintain compliance with the law.

Two updated maps were created and presented at the December 14, 2021, board meeting. In addition, the district held two online community forums on January 5, and 6, 2022, to share the two proposed maps and receive input from the community. The board heard the results of those community forums on January 25, 2022. The board also held a public hearing on January 25, 2022, to receive further input from the community regarding the two map choices.

ATTACHMENT(S):
A: Presentation
B: Resolution No. 4006

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/02/2021, 12/06/2021, 01/18/2022, 2/07/2022
Board of Education: 11/16/2021, 12/14/2021, 01/25/2022

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

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

Strategic Plan: N/A

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

LS Lozano Smith
ATTORNEYS AT LAW

San Juan Unified School District Redistricting

Michelle L. Cannon, *Lozano Smith*
Justin Rich, *Cooperative Strategies*

February 15, 2022

Lozano Smith



Today's Roadmap

- Redistricting Requirements
- 2020 Census Study Results
- Community Outreach & Input
- Map Adjustment Options
- Final Map Selection

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Redistricting

What is "Redistricting"

Education Code section 5019.5 requires that school districts with trustee-area elections review and, if necessary, update trustee areas every ten (10) years following the release of updated census information.

Education Code section 5019.5 requires districts to complete this process by March 1, 2022.



Census Review



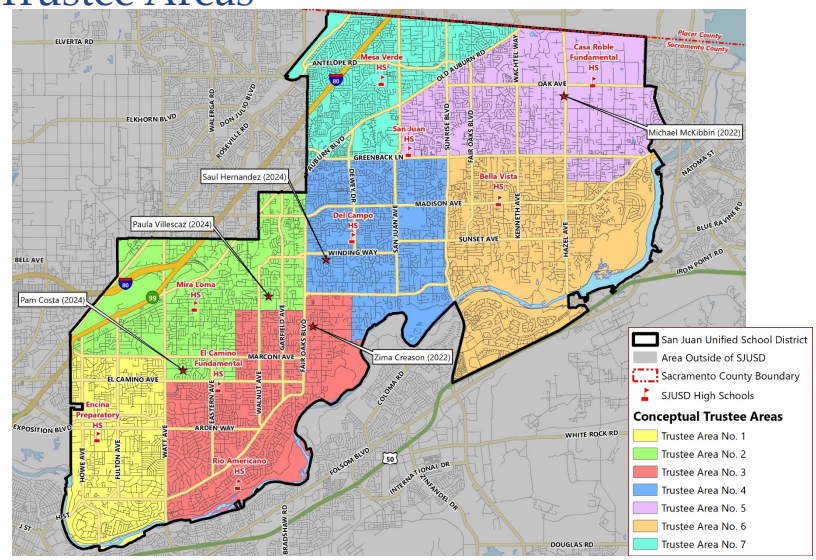
The process of reviewing trustee areas is different than the process of transitioning to district-based elections.

For example, County Committee approval is not required.

5

2020 Census Data Study

Current Trustee Areas



DISTRICT DEMOGRAPHICS

2020 CENSUS DATA



- Validated redistricting data was finalized by the California Department of Finance on September 27, 2021.
- This data showed changes in the area served by San Juan USD ("SJUSD") from 2010 to 2020, including:
  - Overall population growth of 30,902 (9.6% increase in population)
  - Total variance of 11.3% based on 2020 Census (*Out of Compliance*)

Trustee Area	2010 Census		2020 Census		Change	
	Total	Variance	Total	Variance	Population	Percent
Trustee Area 1	45,241	-1.4%	53,630	6.6%	8,389	18.5%
Trustee Area 2	45,662	-0.5%	53,557	6.5%	7,895	17.3%
Trustee Area 3	46,441	1.2%	51,088	1.5%	4,647	10.0%
Trustee Area 4	45,942	0.1%	48,551	-3.5%	2,609	5.7%
Trustee Area 5	46,900	2.2%	49,363	-1.9%	2,463	5.3%
Trustee Area 6	45,666	-0.5%	48,009	-4.6%	2,343	5.1%
Trustee Area 7	45,407	-1.1%	47,963	-4.7%	2,556	5.6%
Total Population	**321,259**	**3.6%**	**352,161**	**11.3%**	**30,902**	**9.6%**

DISTRICT DEMOGRAPHICS

2020 CENSUS DATA COMPARISON



Population	2010 Census		2020 Census		Change	
	Total	Percent	Total	Percent	Population	Percent
Hispanic/Latino	45,932	14.3%	59,327	16.8%	13,395	29.2%
White	230,286	71.7%	218,057	61.9%	-12,229	-5.3%
Black/ African American	14,607	4.5%	18,212	5.2%	3,605	24.7%
American Indian/ Alaska Native	1,963	0.6%	1,761	0.5%	-202	-10.3%
Asian	14,709	4.6%	25,883	7.3%	11,174	76.0%
Native Hawaiian/ Pacific Islander	1,256	0.4%	1,558	0.4%	302	24.0%
Other	607	0.2%	2,294	0.7%	1,687	277.9%
Two or More Races	11,899	3.7%	25,069	7.1%	13,170	110.7%
Total Population	**321,259**	**100%**	**352,161**	**100%**	**30,902**	**9.6%**

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CURRENT TRUSTEE AREAS

Census 2020 Total Population:	352,161
Ideal Trustee Area Size:	50,309
Total Variance:	**11.3%**

TRUSTEE AREA	Trustee Area 1		Trustee Area 2		Trustee Area 3		Trustee Area 4		Trustee Area 5		Trustee Area 6		Trustee Area 7	
TP* vs. CVAP**	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP
Population	53,630	**35,121**	53,557	**32,929**	51,088	**36,021**	48,551	**36,627**	49,363	**36,608**	48,009	**35,320**	47,963	**35,309**
Population Variance	6.6%	**N/A**	6.5%	**N/A**	1.5%	**N/A**	-3.5%	**N/A**	-1.9%	**N/A**	-4.6%	**N/A**	-4.7%	**N/A**
Hispanic/Latino	22.5%	**18.8%**	17.4%	**13.6%**	13.3%	**10.1%**	15.8%	**11.6%**	16.2%	**12.4%**	13.1%	**9.4%**	19.3%	**13.6%**
White	43.8%	**56.3%**	54.9%	**68.1%**	65.1%	**75.6%**	67.8%	**77.5%**	69.2%	**75.7%**	70.1%	**78.3%**	65.1%	**77.2%**
Black/African American	11.2%	**13.1%**	7.7%	**8.5%**	4.7%	**5.4%**	3.4%	**3.4%**	3.0%	**3.4%**	2.2%	**2.7%**	3.2%	**2.3%**
American Indian/Alaska Native	0.5%	**0.2%**	0.6%	**0.6%**	0.3%	**0.3%**	0.5%	**0.1%**	0.6%	**0.7%**	0.4%	**0.3%**	0.6%	**0.4%**
Asian	12.7%	**7.8%**	9.7%	**5.4%**	8.9%	**5.1%**	4.5%	**4.0%**	3.4%	**3.2%**	7.1%	**5.7%**	4.2%	**3.5%**
Native Hawaiian/ Other Pacific Islander	0.7%	**0.1%**	0.6%	**0.3%**	0.3%	**0.5%**	0.5%	**0.1%**	0.4%	**0.1%**	0.2%	**0.1%**	0.4%	**0.2%**
Other	0.7%	**N/A**	0.6%	**N/A**	0.6%	**N/A**	0.7%	**N/A**	0.7%	**N/A**	0.7%	**N/A**	0.6%	**N/A**
Two or More Races	7.9%	**3.6%**	8.5%	**3.5%**	6.9%	**3.0%**	6.8%	**3.4%**	6.6%	**4.4%**	6.2%	**3.6%**	6.6%	**2.8%**

**Total Population; Source: Redistricting Database for California, Published by Statewide Database on September 27, 2021*
***Citizen Voting Age Population (CVAP); Source: American Community Survey, 2015-2019 Data*

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TRUSTEE AREA COMPLIANCE

Total population distribution is greater than 10% variance and needs to be adjusted.

Trustee Area	2020 Census	
	Total	Variance
Trustee Area 1	53,630	6.6%
Trustee Area 2	53,557	6.5%
Trustee Area 3	51,088	1.5%
Trustee Area 4	48,551	-3.5%
Trustee Area 5	49,363	-1.9%
Trustee Area 6	48,009	-4.6%
Trustee Area 7	47,963	-4.7%
Total Population	**352,161**	**11.3%**

Largest Trustee Area: **Area 1** (53,630)

Smallest Trustee Area: **Area 7** (47,963)

Difference ÷ Ideal Size = Total Variance
*(5,667 ÷ 50,309 = **11.3%**)*

Community Outreach & Input

Community Outreach Efforts

Held community outreach meetings January 5-6, 2022

Updated the District website, available in multiple languages

Posted web stories on District website, pushed to school site websites multiple days during November and December

Included articles in the San Juan Scene: 12/7/21 and 1/4/22 issues

Mass Notification Messages (phone and email): 1/3/22 and 1/5/22

Media Release to 14 local media outlets: 12/8/21 and 1/3/22

Email to community partner list: 12/8/21

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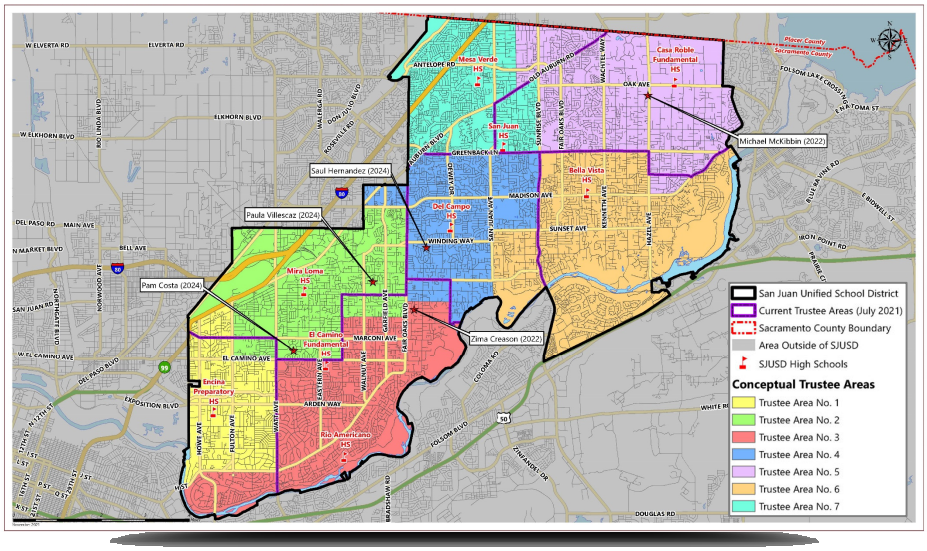
Map Adjustment Options

SCENARIO 1



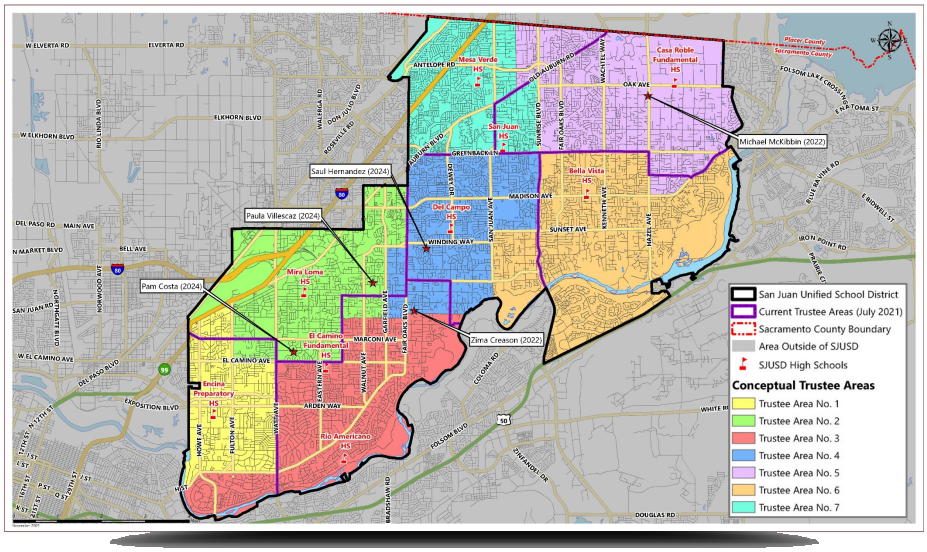
SCENARIO 1

Census 2020 Total Population:	352,161
Ideal Trustee Area Size:	50,309
Total Variance:	**4.3%**

TRUSTEE AREA	Trustee Area 1		Trustee Area 2		Trustee Area 3		Trustee Area 4		Trustee Area 5		Trustee Area 6		Trustee Area 7	
TP* vs. CVAP**	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP
Population	49,328	30,949	51,081	32,404	51,485	36,974	49,881	36,616	49,654	37,548	50,815	37,442	49,917	36,002
Population Variance	-1.9%	N/A	1.5%	N/A	2.3%	N/A	-0.9%	N/A	-1.3%	N/A	1.0%	N/A	-0.8%	N/A
Hispanic/Latino	23.9%	19.9%	17.1%	12.5%	12.9%	11.4%	16.2%	11.0%	14.6%	11.4%	12.8%	9.7%	20.8%	14.6%
White	39.1%	53.0%	56.7%	70.4%	65.8%	74.4%	66.6%	76.9%	71.2%	77.8%	70.3%	78.0%	63.3%	75.4%
Black/African American	12.2%	15.1%	7.5%	7.6%	4.4%	5.0%	4.0%	4.2%	2.3%	2.5%	2.3%	2.6%	3.7%	3.1%
American Indian/Alaska Native	0.5%	0.3%	0.6%	0.5%	0.3%	0.3%	0.5%	0.1%	0.6%	0.6%	0.4%	0.2%	0.6%	0.6%
Asian	14.2%	7.6%	8.8%	5.0%	9.1%	5.7%	4.7%	4.3%	3.6%	3.4%	7.0%	5.8%	4.1%	3.2%
Native Hawaiian/ Other Pacific Islander	0.7%	0.2%	0.6%	0.3%	0.3%	0.5%	0.5%	0.1%	0.3%	0.1%	0.2%	0.1%	0.4%	0.1%
Other	0.7%	N/A	0.6%	N/A	0.6%	N/A	0.7%	N/A	0.7%	N/A	0.6%	N/A	0.6%	N/A
Two or More Races	8.7%	4.0%	8.2%	3.6%	6.6%	2.7%	6.8%	3.4%	6.8%	4.1%	6.3%	3.6%	6.4%	3.0%

**Total Population; Source: Redistricting Database for California, Published by Statewide Database on September 27, 2021*
***Citizen Voting Age Population (CVAP); Source: American Community Survey, 2015-2019 Data*

SCENARIO 2



SCENARIO 2

Census 2020 Total Population:	352,161
Ideal Trustee Area Size:	50,309
Total Variance:	**3.8%**

TRUSTEE AREA	Trustee Area 1		Trustee Area 2		Trustee Area 3		Trustee Area 4		Trustee Area 5		Trustee Area 6		Trustee Area 7	
TP* vs. CVAP**	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP	TP	CVAP
Population	49,328	**30,949**	51,226	**31,683**	50,233	**36,215**	50,988	**38,096**	49,654	**37,548**	50,815	**37,442**	49,917	**36,002**
Population Variance	-1.9%	**N/A**	1.8%	**N/A**	-0.2%	**N/A**	1.3%	**N/A**	-1.3%	**N/A**	1.0%	**N/A**	-0.8%	**N/A**
Hispanic/Latino	23.9%	**19.9%**	17.0%	**12.8%**	12.8%	**11.5%**	16.2%	**10.6%**	14.6%	**11.4%**	12.8%	**9.7%**	20.8%	**14.6%**
White	39.1%	**53.0%**	56.9%	**69.8%**	65.9%	**74.3%**	66.4%	**77.3%**	71.2%	**77.8%**	70.3%	**78.0%**	63.3%	**75.4%**
Black/African American	12.2%	**15.1%**	7.4%	**7.5%**	4.3%	**5.0%**	4.1%	**4.4%**	2.3%	**2.5%**	2.3%	**2.6%**	3.7%	**3.1%**
American Indian/Alaska Native	0.5%	**0.3%**	0.6%	**0.6%**	0.3%	**0.3%**	0.5%	**0.1%**	0.6%	**0.6%**	0.4%	**0.2%**	0.6%	**0.6%**
Asian	14.2%	**7.6%**	8.6%	**5.3%**	9.1%	**5.7%**	4.9%	**4.1%**	3.6%	**3.4%**	7.0%	**5.8%**	4.1%	**3.2%**
Native Hawaiian/ Other Pacific Islander	0.7%	**0.2%**	0.6%	**0.3%**	0.3%	**0.5%**	0.5%	**0.1%**	0.3%	**0.1%**	0.2%	**0.1%**	0.4%	**0.1%**
Other	0.7%	**N/A**	0.6%	**N/A**	0.6%	**N/A**	0.7%	**N/A**	0.7%	**N/A**	0.6%	**N/A**	0.6%	**N/A**
Two or More Races	8.7%	**4.0%**	8.2%	**3.7%**	6.7%	**2.7%**	6.7%	**3.4%**	6.8%	**4.1%**	6.3%	**3.6%**	6.4%	**3.0%**

**Total Population; Source: Redistricting Database for California, Published by Statewide Database on September 27, 2021*
***Citizen Voting Age Population (CVAP); Source: American Community Survey, 2015-2019 Data*

Final Map Selection

Map Selection

- Board action to select the final map based on 2020 census through adoption of Resolution No. 4006
- Board will select between two draft maps
- Final resolution will be sent to the Sacramento County Registrar of Voters/Elections office by February 28, 2022, for implementation
- November 8, 2022, elections will be held using the updated maps for seven trustee areas
- Current election sequencing for the seven trustee areas will be unchanged by adoption of updated maps

SAN JUAN UNIFIED SCHOOL DISTRICT

Resolution No. 4006

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN JUAN UNIFIED SCHOOL DISTRICT APPROVING ADJUSTMENTS TO THE BOUNDARIES OF THE DISTRICT'S TRUSTEE AREAS PURSUANT TO EDUCATION CODE SECTION 5019.5

WHEREAS, the Board of Trustees ("Board") of the San Juan Unified School District ("District") underwent a change in its election system in 2021 from "at large" elections to a "by-trustee area" election system in which each trustee resides within a specific trustee area and each trustee is elected only by the registered voters of the trustee area they represent;

WHEREAS, in 2021 the Board also approved an increase in the size of the Board of Trustees from five trustees to seven trustees commencing with the November 2022 election;

WHEREAS, following each decennial federal census, school districts that utilize by-trustee area elections must adjust trustee area boundaries as necessary to meet the population criteria set forth in Education Code section 5019.5, subdivision (a);

WHEREAS, Education Code section 5019.5, subdivision (b), provides that the boundaries of the trustee areas shall be adjusted by the Board, in accordance with subdivision (a), before the first day of March of the year following the year in which the results of each decennial census are released;

WHEREAS, Cooperative Strategies ("Demographer"), a demographic consulting firm experienced in districting issues and requirements, was retained to assist the District in preparing a trustee area redistricting plan for the Board's and public's consideration;

WHEREAS, the Board has conferred with and received guidance and advice from the Demographer regarding the current demographic population in the territory of the Board's jurisdiction, based on the official 2020 Census results, and concerning the procedures and policy criteria governing redistricting;

WHEREAS, on November 16, 2021, initial information about the redistricting process was presented to the Board and the community was made aware of the District's need for a map update and the proposed timeline for its accomplishment, and the Board agreed that the District's trustee areas will be adjusted;

WHEREAS, the District created a dedicated webpage to ensure transparency and posted relevant information on the District's website, including: background information about the redistricting process, frequently asked questions, each of the Demographer's presentations; the map options, a summary of input from the community forums, and other information about the redistricting process;

WHEREAS, on December 7, 2021, two map options were posted on the District's website to facilitate Board and community input on the draft maps;

WHEREAS, the availability of these maps has been shared in Districtwide communications, Board agenda postings, and Board hearings;

WHEREAS, on December 14, 2021, the Board conducted a duly noticed public meeting to study the present trustee areas of the District and the population changes in the District as set forth in the United States Census of 2020 and the Demographer presented the Board with two map adjustment options;

WHEREAS, the District notified the public of community redistricting forums in multiple languages through multiple mediums;

WHEREAS, the District conducted community forums and provided an online submission form on its website to gather input from the public on the proposed maps and all other relevant redistricting criteria in December 2021 and early January 2022;

WHEREAS, the input from the community meetings was summarized and presented to the Board at a duly noticed public meeting on January 25, 2022;

WHEREAS, the Board has considered all testimony, information, input, and comments received from the public on the proposed redistricting plans and criteria;

WHEREAS, the population in the proposed trustee areas of each draft trustee area redistricting plan is reasonably equal, in compliance with legal requirements; and

WHEREAS, each draft trustee area redistricting plan provides for a single-member, by trustee area electoral system, that complies with the California Voting Rights Act (Elections Code, section 14025 *et seq,*) and Section 2 of the Federal Voting Rights Act (42 U.S.C. § 1973).

NOW THEREFORE BE IT RESOLVED, the Board of Trustees of the San Juan Unified School District hereby resolves as follows:

1. The above recitals are correct and true.

2. The Board hereby adopts Plan _____, attached hereto as Appendix A and incorporated herein by reference, as its trustee area redistricting plan pursuant to Education Code section 5019.5 and other relevant provisions of law.

3. The approved Plan is based on the 2020 decennial Census and complies with relevant law.

4. The approved Plan implements the increase in number of trustees from five to seven commencing with the November 8, 2022, election.

5. The District Superintendent or his designee, in conjunction with the Demographer, is hereby authorized and directed to send a copy of this Resolution to the Sacramento County Superintendent of Schools, and to work with the Sacramento County Elections Office to conduct any additional acts necessary to complete the redistricting process in a timely fashion to permit implementation of these trustee areas in connection with the election to be held on November 8, 2022, including, without limitation, minor adjustments to the adopted map as may be necessary for its implementation.

PASSED AND ADOPTED by the Board of Trustees of the SAN JUAN UNIFIED SCHOOL DISTRICT, at the regular meeting of the Board of Trustees held on February 15, 2022, by the following vote:

Ayes: _____
Noes: _____
Absent: _____
Abstain: _____

I, _____ President of the San Juan Unified School District Board of Education, do hereby certify that the forgoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

_____

President of the Board of Education

_____

Clerk of the Board of Education

Appendix A

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 02/15/2022

SUBJECT: COVID-19 Update

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent and staff will update the board on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

RATIONALE/BACKGROUND:
Due to the ever-changing guidance and conditions, staff will be providing regular updates to the board.

ATTACHMENT(S):
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 01/25/22, 06/22/21, 06/08/21, 05/25/21, 05/11/21, 04/23/21, 04/13/21 (COVID-19 Update)
Board of Education: 03/23/21 (COVID-19 staff report)
Board of Education: 03/09/21 (Returning to In-Person Learning Update)
Board of Education: 02/23/21 (COVID-19 Update)
Board of Education: 02/09/21 (Learning Status Update)
Board of Education: 11/17/20 (Special Education Update)
Board of Education: 10/27/20 (Independent Study/TK-8 Homeschool Update)
Board of Education: 10/13/20 (Learning Model Continuum Update)
Board of Education: 09/22/20 (Summary of Professional Learning Opportunities; Instructional Materials Adoption; Learning Continuity and Attendance Plan)
Board of Education: 09/08/20 (Learning Continuity and Attendance Plan)
Board of Education: 08/25/20 (Start of School)
Board of Education: 08/11/20 (Preparing for Start of School Update)
Board of Education, Special Meeting: 07/16/20 (Providing a Continuum of Safe Instructional Choices to Support Student Learning)
Board of Education: 06/09/20 (COVID-19 Operations Update)
Board of Education: 04/14/20 (COVID-19 Update)

FISCAL IMPACT:
N/A

PREPARED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 02/15/2022

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services—TK-12 Certificated

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

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 3099, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result (attachment 1).
2. Resolution No. 4000, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire (attachment 2).

Action anticipated: 03/08/2022

RATIONALE/BACKGROUND:
While state revenues have improved the overall fiscal outlook for the district, there are still challenges to the San Juan Unified budget, including review and reallocation of supplemental grant resources received from the Local Control Funding Formula (LCFF), Expanded Learning Opportunity Grant (ELO), Elementary and Secondary School Emergency Relief Fund (ESSER) and COVID relief funds. In addition, we have seen a decline in enrollment over the last two years.

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). This is addressed through the collective work of our entire community and the district is fortunate to have families, local leaders and employees who recognize and value the importance of public education. Instructional leaders are continually evaluating allocation of resources and program delivery models. To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2022-23 school year.

In an organization where nearly 90 percent of funding is spent on personnel, budget reductions may have an impact on jobs. Because of legal requirements and the timeline involved with approving a state budget, school districts must provide notice of any potential layoffs to employees well in advance of final budget decisions.

As this can be a very disruptive process, our hope is that by providing as much information as possible, questions and uncertainly can be reduced for employees allowing us to maintain focus on our important work of teaching and learning.

As a result of the need to make budget cuts, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

ATTACHMENT(S):
1: Resolution No. 3099, reducing or discontinuing particular kinds of services.
2: Resolution No. 4000, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/24/2022, 01/31/2022, 02/07/2022

FISCAL IMPACT:
Current Budget: $ N/A

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

Additional Budget: $ N/A Action: N/A

Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.) Strategic Plan: N/A
Current Year Only ☐ Ongoing ☐

PREPARED BY: Deann Carlson, Director, Human Resources

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

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 3099

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2022-2023 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, "the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render".

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

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

2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and his designees are directed and authorized to negotiate and sign layoff agreements with any employee in order to implement this resolution.

3. All services listed on Exhibit "A" which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2022-2023 school year in the amounts set forth in Exhibit "A".

4. Teachers are deemed to be "certificated and competent" to teach any Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets BOTH criteria listed below.
    a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, and
    b. Has taught the course(s) for at least one semester in the current school year or any of the five preceding school years.

5. Teachers are deemed to be "certificated and competent" to teach any class that is not a Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets EITHER criteria listed below.
    a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, or
    b. If there is no credential issued by the State of California associated with the course(s) being taught, holds a valid multiple or single subject credential and

has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

6. Teachers will not be subject to layoff if they meet one or more of the following criteria.
   a. Hold a valid credential authorizing special education service.
   b. Hold a valid multiple subject credential AND a valid BCLAD (Bilingual Cross-cultural Language and Academic Development) in Spanish AND currently teach in a Dual-Immersion classroom;
   c. Have experience teaching in a Montessori classroom for at least one semester in the current school year or any of the five preceding school years OR have Montessori training in the current school year or any of the five preceding school years. Such training must lead to certification by a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE). On line Montessori training does not meet this criteria.

7. Certificated employees must have filed documents with Human Resources by January 28, 2022, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.

8. The Assistant Superintendent of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2022-2023 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 126.20 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2022, by the following votes:

AYES:

NOES:

ABSENT:

_____

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

Attachment 1

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

_____

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

RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A

Administrators, Central Office Support	**FTEs**
Elem Sch Admin/Instrctnl Spclst, Skycrest Elementary	0.500
Assistant Director, Acct Eval Planning	1.000
Subtotal	1.500

TK-12 Certificated, Non-Administrative Positions	**FTEs**
American Government, San Juan High	0.170
AP Spanish, San Juan High	0.170
Art	1.820
Beginning Photography, El Camino High	1.000
Biology: The Living Earth (Bilgy: The Living Earth), San Juan High	0.340
CCSS Math 8, Arcade Middle	0.600
Counselor K/6, Howe Avenue Elementary	0.500
Counselor K/6, Grand Oaks Elementary	0.160
Counselor 9/12, Voc Ed/ROP	1.000
Counselor Special Prog-La Vista Center	1.000
Credit Recovery, San Juan High	0.340
Dental Careers-Back Office (Dental Crs-Bk Ofc), Encina Preparatory High	0.500
Digital Art, Encina Preparatory High	0.200
District Resource Teacher, TOSA, PL&I	1.000
District Resource Teacher, TOSA, Voc Ed/ROP	1.000
ELD Push-in Support, Arcade Middle	0.200
ELD Tutorial, San Juan High	0.170
English	8.150
English 1, San Juan High	0.170
English 2, San Juan High	0.170
English 3, San Juan High	0.170
English Push-In Support, Arcade Middle	0.200
Ethnic Studies, San Juan High	0.340
Financial Math, San Juan High	0.170
Health, San Juan High	0.170
Integrated Math 1, San Juan High	0.510
Life Management, Casa Roble High	0.330
Math	6.810
Math Push-In Support, Arcade Middle	0.200
Medical Assistant Clinic CTE (Mdcl Asst Clnc CTE), El Camino Fundamental High	0.270
Multiple Subject/Self-Contained	35.000
Music	1.020
MYP Japanese 1, Mira Loma High	0.200
PE 1, San Juan High	0.170
PE 2, San Juan High	0.170

PE 3, San Juan High		0.170
Physical Education		2.800
Physics of the Universe, Mira Loma High		1.000
Restorative Justice (Restrtv Justic: Service), San Juan High		0.170
Quantitative Reasoning Advanced Math (Qunt Reas Adv Math), San Juan High		0.170
School Social Worker, Arcade Middle		1.000
School Social Worker, Whitney Elementary		1.000
Science, Biology/Life		7.150
Social Science		10.510
Spanish 2, San Juan High		0.170
Student Advocacy 9, Encina Preparatory High		1.000
Student Advocacy 10, Encina Preparatory High		1.200
Student Advocacy 10/11, Encina Preparatory High		0.400
Student Advocacy 11, Encina Preparatory High		1.000
Student Advocacy 12, Encina Preparatory High		0.600
Tch-Alternative Education, Home School		5.000
Tch-Grad 7/8 (Title 1 funded), Arcade Middle		0.200
Tch-Independent Study, TK-8		14.000
Tch-Independent Study, El Sereno		6.000
Tch-Site Resource: Elem Intr, Earl LeGette Elementary		1.000
Tch-Trav Elem Clsrm-Art		1.400
Tch-Trav Elem Clsrm-Music		1.400
Tch-Trv Elem Clsrm-Other, Gold River Discovery Center		0.200
Tch-Trv Elem Clsrm-Other, Woodside K-8		1.000
Tch-Trav Elem Clsrm-PE		1.600
World History, San Juan High		0.170
	Subtotal	**124.700**
	Total	**126.200**

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4000

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the
order of termination of certificated employees who first
rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

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

1. Each and all of the foregoing recitals are true and correct.

2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

   a. Category I – Certifications and Experience

   Need: To retain teachers with: greatest flexibility of assignment based on California credentials held; National Board Certification; and/or experience teaching at school identified as District Designated Title I school.

Criteria	Points
Each full K-12 base credential (e.g., multiple subject, single subject, pupil personnel services, school nurse, librarian)	4
Each foundational level base credential	3
Each intern permit	2
Each supplemental authorization	2
Other services credential (administration)	2
National Board Certification	2
Taught at a District Designated Title 1 School during the 2021-22 school year	1

   If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee's seniority date	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Assistant Superintendent, Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.

4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.

5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2021-2022 school year. This resolution shall not be effective for any other purposes, including, but not limited to, any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____day of _____, 2022, by the following vote:

AYES:

NOES:

ABSENT:

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

Attachment 2

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

_____

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 02/15/2022

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services—Early Childhood Education

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

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4001 reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2022, because of lack of work and/or lack of funds. (Attachment No. 1)
2. Resolution No. 4002 establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire. (Attachment No. 2)

Action anticipated: 03/08/2022

RATIONALE/BACKGROUND:

Early Childhood Education (ECE) is continually evaluating allocation of resources and program delivery models. As a result, certain kinds of services rendered by certificated employees in the Early Childhood Education program have been identified to discontinued or reduced.

The positions being reduced or discontinued by this resolution are certificated positions. By Education Code section 8366, a district is able to layoff ECE employees at any time during the school year for lack of work or lack of funds. Notices will be sent to affected ECE teachers and layoffs will be effective on June 30, 2022.

ATTACHMENT(S):
1: Resolution No. 4001 reducing or discontinuing particular kinds of services
2: Resolution No. 4002 establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/24/2022, 01/31/2022, 02/07/2022

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

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

Strategic Plan: N/A

PREPARED BY: Deann Carlson, Director, Human Resources

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

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4001
BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution regarding reducing or discontinuing certain
certificated services in the Early Childhood Education program)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or eliminate certain certificated services in the Early Childhood Education Program of the District as of June 30, 2022, due to a lack of work or a lack of funds, and

WHEREAS, the California Education Code, section 8366 applies to positions "requiring a child development permit for the supervision and instruction of children …", and

WHEREAS, the California Education Code, section 8366 also states, "A district may lay off an employee required to have such a permit at any time during the school year for lack of work or lack of funds …", and

WHEREAS, as a result of said reduction or elimination of certificated services in the Early Childhood Education Program due to lack of work or lack of funds, it will be necessary to decrease the number of certificated 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. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and his designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.

3. All services listed on Exhibit "A" which is attached and incorporated herein by reference, shall be reduced or discontinued not later than June 30, 2022 in the amounts set forth in Exhibit "A".

4. The Assistant Superintendent of Human Resources or designee is directed to send notices to affected certificated employees that due to lack of work or lack of funds certain services now being provided by the District be reduced or discontinued to the extent as set forth in #3 above.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2022, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____

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

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

_____

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

RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A

Early Childhood Education Certificated, Non-Administrative Positions	**FTEs**
TCH-PRE-SCHOOL TEACHER	1.2400
Total:	1.2400

Attachment 2

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4002

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the
order of termination of certificated Early Childhood Education employees
who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees within the Early Childhood Education programs effective at the close of this school year: and

WHEREAS, this board has determined that as between such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

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

1. Each and all of the foregoing recitals are true and correct.

2. The criteria used to determine the order of termination of such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

    a. Category I – Certifications and College/University Units

    Need: To retain teachers with: greatest flexibility of assignment based on California credentials/permits held; and/or college/university units in infant/toddler classes.

Criteria	**Points**
Bachelor's degree or higher with either a K-12 Multiple Subject Teaching Credential or Child Development Program Director Permit or Child Development Site Supervisor Permit	4
Three or more infant/toddler units	3
Child Development Teacher or Master Teacher Permit	2
Child Development Associate Teacher Permit	1

If there is still a tie after applying the above criteria, then Category II will be utilized.

    b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	**Value**

Each year or portion of a year of in-district experience as a certificated employee in the Early Childhood Education programs under contract prior to the employee's seniority date	Percentage of School year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III – District Experience as a Classified Employee

Need: To recognize classified ECE experience in the San Juan Unified School District.

Experience	**Value**
Each year or portion of a year of in-district experience as a Child Development Assistant in the Early Childhood Education programs	Percentage of School year(s) served

If there is still a tie after applying Category III criteria, then Category IV will be utilized.

d. Category IV - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Assistant Superintendent, Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.

4. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees within the Early Childhood Education programs as part of a layoff effective at the end of the 2021-2022 school year. This resolution shall not be effective for any other purposes.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____day of _____, 2022, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 02/15/2022

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services—Adult Education

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

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board discuss the adoption of:

1. Resolution No.4003, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result (attachment 1).
2. Resolution No. 4004, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire (attachment 2).

Action anticipated: 03/08/2022

RATIONALE/BACKGROUND:
The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control Accountability Plan (LCAP). This is addressed through the collective work of our entire community and the district is fortunate to have families, local leaders and employees who recognize and value the importance of public education. Instructional leaders are continually evaluating allocation of resources and program delivery models. To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2022-23 school year. In an organization where nearly 90 percent of funding is spent on personnel, budget reductions may have an impact on jobs. Because of legal requirements and the timeline involved with approving a state budget, school districts must provide notice of any potential layoffs to employees well in advance of final budget decisions.

As this can be a very disruptive process, our hope is that by providing as much information as possible, questions and uncertainly can be reduced for employees allowing us to maintain focus on our important work of teaching and learning.

As a result of the need to make budget cuts, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

ATTACHMENT(S):
1: Resolution No. 4003, reducing or discontinuing particular kinds of services—adult education.
2: Resolution No. 4004, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/24/2022, 01/31/2022, 02/07/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A

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

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

Strategic Plan: N/A

PREPARED BY: Deann Carlson, Director, Human Resources

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

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4003

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2022-2023 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, "the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render", and

WHEREAS, California Education Code section 44929.26 states in part, "service in the evening school shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee in the day school…"

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

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

2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and his designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.

3. All services listed on Exhibit "A" which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2022-2023 school year in the amounts set forth in Exhibit "A".

4. Teachers are deemed to be "certificated and competent" to teach any class in the Adult Education program if the teacher meets EITHER criteria listed below.
   a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught or
   b. If there is no credential issued by the State of California associated with the course(s) being taught, has taught the specific course(s) for at least one

semester in the current school year or any of the five preceding school years.

5. Certificated employees must have filed documents with Human Resources by January 28, 2022, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.

6. The Assistant Superintendent of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2022-2023 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 1.33 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____ day of _____, 2022, by the following votes:

AYES:

NOES:

ABSENT:

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

Attachment 1

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

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

RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES—ADULT EDUCATION
EXHIBIT A

Adult Education Certificated, Non-Administrative Positions	**FTEs**
A/E ESL	0.53
District Resource Teacher	0.80
Subtotal	1.33
Total	**1.33**

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4004

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of adult education certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

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

1. Each and all of the foregoing recitals are true and correct.

2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

   a. Category I – Certifications and Experience

   Need: To retain teachers with: greatest flexibility of assignment based on California credentials held.

Criteria	**Points**
Each full base credential (e.g., designated subject, multiple subject, single subject, pupil personnel services)	4
Each supplemental authorization	2
Other services credential (administration)	2

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee's seniority date.	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Assistant Superintendent, Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.

4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.

5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2021-2022 school year. This resolution shall not be effective for any other purposes, including, but not limited to, any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____day of _____, 2022, by the following vote:

AYES:

NOES:

ABSENT:

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

Attachment 2

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-8**

MEETING DATE: **02/15/2022**

SUBJECT: Resolution Reducing or Discontinuing 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 discuss the adoption of Resolution No. 4005, reducing or discontinuing certain classified positions effective June 30, 2022, because of lack of work and/or lack of funds.

Action anticipated: 03/08/2022

RATIONALE/BACKGROUND:
As a result of the need to align district programs and services with available funding, certain kinds of services rendered by classified employees have been identified to be reduced or discontinued because of lack of work or lack of funds as identified in Exhibit "A" attached.

ATTACHMENT(S):
1: Resolution No. 4005
2: Exhibit A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/24/2022, 01/31/2022, 02/07/2022

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

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

PREPARED BY: Deann Carlson, Director, Human Resources

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

Attachment 1

SAN JUAN UNIFIED SCHOOL ISTRICT
RESOLUTION NO. 4005

RESOLUTION REDUCING OR DISCONTINUING 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 discontinue certain classified services of the district as of June 30, 2022, and

WHEREAS, as a result of said reduction or discontinuation 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 June 30, 2022, 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 _____, 2022, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

_____

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

CLERK'S CERTIFICATE

I, Pam Costa, 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 _____, 2022.

_____

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

EXHIBIT A - CLASSIFIED LAYOFFS AND REDUCTIONS
EFFECTIVE JUNE 30, 2022

Classified Management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Research Specialist I	1.0000	1.0000	0.0000	1	1
Subtotal	**1.0000**	**1.0000**	**0.0000**	**1.0000**	**1.0000**

Classified Non-management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Account Clerk I	0.8750	0.8750	0.0000	1	1
Bilingual Instructional Assistant - Spanish	1.0000	1.0000	0.0000	1	0
Budget Technician	1.0000	1.0000	0.0000	1	1
Campus Representative	8.1875	8.1875	0.0000	10	1
Campus Monitor	3.2500	2.5000	0.0000	4	3
Child Development Assistant - SA	0.5000	0.5000	0.0000	1	1
Child Development Assistant - IT/PRE	1.7500	1.7500	0.0000	2	0
Culinary Arts Program Assistant	0.7500	0.7500	0.0000	1	1
Custodian	1.0000	1.0000	0.0000	1	0
Duplicating Machine Operator	1.0000	1.0000	0.0000	1	1
Engineering Technician	1.0000	1.0000	0.0000	1	1
Human Resources Analyst (Conf)	2.0000	2.0000	0.0000	2	0
Intermediate Clerk Typist	0.2500	0.2500	0.0000	1	1
Instructional Assistant I	2.1876	2.1876	0.0000	5	5
Neighborhood Parent Liaison	0.2500	0.2500	0.0000	1	0
Non-Instructional Support Aide	1.3125	1.3125	0.0000	3	3
Nutrition Services Worker I	0.8125	0.8125	0.0000	3	3
Nutrition Services Dietitian	1.0000	1.0000	0.0000	1	1
Nutrition Services Supervisor III	1.0000	1.0000	0.0000	1	1
Project Planner Coordinator	2.0000	2.0000	0.0000	2	2
School Community Intervention Assistant	1.0000	1.0000	0.0000	1	0
School Community Intervention Specialist I	1.0000	1.0000	0.0000	1	0
School/Community Refugee Specialist	1.0000	1.0000	0.0000	1	0
School/Community Resource Assistant Spanish	1.0000	1.0000	0.0000	1	1
School/Community Resource Assistant Pashto	1.0000	1.0000	0.0000	1	1
School/Community Worker	1.0000	1.0000	0.0000	1	0
School Playground Rec Aide	0.2500	0.2500	0.0000	1	1
Secretary	1.0000	1.0000	0.0000	1	1
Senior Clerk Typist	1.0000	1.0000	0.0000	1	1
Senior Personnel Clerk	1.0000	1.0000	0.0000	1	1
Youth/Adult Employment Tech I	0.8750	0.8750	0.0000	1	1
Subtotal	**41.2501**	**40.5001**	**0.0000**	**54.0000**	**33.0000**
Total	**42.2501**	**41.5001**	**0.0000**	**55.0000**	**34.0000**

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

MARCH 8

Social Emotional Wellness Update – R	Calvin
Second Interim Budget Report – R	Stahlheber
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/15/22]	Oropallo
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/15/22]	Oropallo
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/15/22]	Oropallo
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/15/22]	Oropallo
2022 CSBA Delegate Assembly Election – A	Board
*Resolution: School Board Election Order – A	Kern

MARCH 22

WORKSHOP: Governance Transition to Seven Board Members – D	Kern
Recognition: Week of the Young Child (Apr. 2-8) – A	Townsend-Snider
English Learner/Refugee Update – R	Calvin
Expanded Learning Opportunities Update (Elementary) – R	Townsend-Snider
*Head Start and Early Head Start Grant Application 2022-2023 – A	Townsend-Snider
*Audit Report for Measures J, N, P and S – A	Stahlheber
*Consolidated Application, Winter Report 2022 (Part II) – A	Calvin

APRIL 5 *(1st Tuesday)*

Career Technical Education Update – R	Schnepp
A-G Completion Improvement Grant – R	Schnepp
Instructional Materials Adoptions – D	Schnepp
New High School Courses – D	Schnepp
Williams Complaint Report – R	Simlick
Proposed Board Meeting Dates for 2022-2023 – A	Board

APRIL 19 *(3rd Tuesday)*

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

MAY 10

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

MAY 24

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

JUNE 14

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

*CIF Superintendent Designation of Representatives 2022-2023 – A	Schnepp

JUNE 28

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

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