



San Juan
Unified School District

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

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

COVID-19 PUBLIC PARTICIPATION GUIDELINES

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

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at **6:30 p.m.**, on Tuesday, **February 9, 2021**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the Order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically. Staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

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

1. **Online Submission of Public Comment.** Public comments may be submitted using the comment form located on the district website at <http://www.sanjuan.edu/boardmeeting>. If you wish to submit a public comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Comments received by 6:00 p.m., on February 9, 2021, will be provided to the members of the board in writing prior to the meeting. Comments received after 6:00 p.m., on February 9, 2021, may be read on the record during this meeting.

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

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

2. **Zoom Video Conferencing.** Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at <http://www.sanjuan.edu/boardmeeting>. All public comments will be limited to two (2) minutes.
3. **Translation/Interpretation.** Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the district at (916) 971-7111, or stephanie.cunningham@sanjuan.edu by noon on February 8, 2021. This allows for the scheduling of appropriate translation staff and other resources.
4. **Disability Accommodations.** A person with a disability may contact the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

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

Board of Education Agenda
February 9, 2021

A. OPEN SESSION/CALL TO ORDER/PLEDGE OF ALLEGIANCE – 6:30 p.m.

B. APPROVAL OF THE MINUTES – January 26, 2021, regular meeting, pages 2303-2307.

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

1. High School Student Council Reports
2. Staff Reports
3. Board-appointed/District Committees
4. Employee Organizations
5. Other District Organizations

D. VISITOR COMMENTS – 6:45 p.m.

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

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

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

1. *Personnel – appointments, separations and job description/salary range change.
2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and piggyback contracts.
3. Acceptance of the following gifts:
Family and Community Engagement: from Lisa Borrego – for seven \$100 Visa gift cards for “The Chosen Ones” Foster Youth student scholarships: \$700 and for “The Chosen Ones” Foster Youth student program: \$300.
Howe Avenue Elementary School: from Cathy Johnston – for McDonald’s gift card: \$100; from Leah Leatherby – for 99 Cents Only Store gift cards: \$70; from Kyra Ross – for Olive Garden gift cards: \$50 and for See’s Candies gift card: \$25; from Robin Jakary – for Target gift cards: \$100 and for Chick-fil-A gift card: \$15.
4. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.
5. *Approval of the following board policies (BP) as required by state and local law (annual policy review): BP 3430 Investing and Debt Management, BP 5116.1 Intradistrict Open Enrollment, BP 6020 Parent Involvement, BP 6145 Extracurricular/Cocurricular Activities (Discussed: 01/26/2021).

*Material provided.

F. CONSENT CALENDAR (continued, if necessary)

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

G. BUSINESS ITEMS

1. Learning Status Update – 7:20 p.m.

(Bassanelli)

Material provided.

Report: regarding a mid-year update on student learning status.

2. PARS Supplementary Retirement Plan – 8:10 p.m.

(Oropallo)

Material provided.

Action: The superintendent is recommending that the board adopt Resolution No. 3022 approving the Public Agency Retirement Services (PARS) supplementary retirement plan and accept the resignation of 223 employees who enrolled into the plan.

H. BOARD REPORTS – 8:20 p.m.

I. FUTURE AGENDA – 8:30 p.m.

The board may wish to identify items to be discussed at future meetings and the reasons therefore.

J. VISITOR COMMENTS – 8:35 p.m.

K. ADJOURNMENT – 8:40 p.m.

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

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NOTE: The times indicated are approximate.

Mission Statement

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



San Juan
Unified School District

B
02/09/2021

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

**Board of Education Minutes
January 26, 2021**

Regular Meeting
Board of Education
4:00 p.m.

Open Session/Call to Order/Workshop (A)

The January 26 regular meeting was called to order by the president, Paula Villescaz. In the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's December 3 Regional Stay At Home Order, the California State Public Health Officer's order that included social-distancing guidelines and avoiding group gatherings, the order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number and all applicable provisions of federal and state law, the January 26 regular meeting was conducted telephonically via the Zoom video conferencing platform and also streamed to YouTube.

Roll Call

Present: (via Zoom from separate locations)
Paula Villescaz, president
Michael McKibbin, Ed.D., vice president (*attendance was intermittent due to weather-related power outage*)
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Workshop: Encina Facilities Update (A-1)

Assistant Superintendent of Operations, Facilities and Transportation Frank Camarda and principal architect at Lionakis Laura Knauss presented information related to the physical separation of Encina Middle School from Encina Preparatory High School. Mr. Camarda reviewed aspects of the district's Facilities Master Plan and provided demographic information, which included high school and middle school student transfer rates as well as enrollment numbers. Ms. Knauss provided detailed information on each of the four facility response scenarios, including the methodology used and the pros and cons of each option. Mr. Camarda also presented a conceptual budget model, which provided a financial comparison for the four scenarios, and he also discussed next steps.

Public Comments [via Zoom]:

Scott Rafferty made comments regarding Encina and its surrounding neighborhood.

Barry Roth expressed support for facilities that consider the social-emotional needs of students and the input of the design team.

Buzz Wiesenfeld spoke regarding keeping the middle school on the current Encina campus and the opportunity to engage and retain students at their resident school.

Mary Stokke Vides reported that at least 17 classes took part in providing student input regarding the facilities at Encina and she inquired if there are plans for a pool and community center.

Rebecca Mackin requested clarification on how the Encina signature project is budgeted.

Brittany Yavrom noted that input from the school site is not reflected in any of the scenarios and she spoke about the need for an equitable space.

Board members made comments and posed questions related to the four scenarios that were presented, including student input, distance to other middle schools, transportation, the facilities master plan, capacity, open enrollment, the creation of innovative spaces, the future of the signature project, plans for future Bond Oversight Committee and Facilities Committee input, community outreach and the timeline, which Mr. Camarda and Ms. Knauss addressed. Superintendent Kern spoke about open enrollment and the impacts of school choice and how to develop programs that fit the needs of students.

Visitor Comments: Closed Session (B-1)

There were no closed session visitor comments.

Closed Session (C)

At 5:35 p.m. the meeting was then recessed, with the board convening in closed session to conference with Legal Counsel—Existing Litigation pursuant to Government Code section 54956.9(d)(1). Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475 and to discuss one personnel matter (Government Code section 54957) – superintendent's mid-year evaluation.

Reconvene Open Session/Pledge of Allegiance (D)

At 6:30 p.m. the meeting was called back to order by the president Paula Villescaz. Four members of the Del Campo High School Air Force Jr. ROTC virtually led the group in the Pledge of Allegiance. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (electronically or on Zoom) available to submit public comments for tonight's meeting.

Minutes Approved (E)

It was moved by Ms. Creason, seconded by Ms. Costa, that the minutes of the January 12 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Recognition: 2021 Classified Employees of the Year (F-1a)

Assistant Superintendent of Human Resources Paul Oropallo introduced Aleksandr Melnichuk, Head Custodian (Cowan Fundamental K-6); Deana Lacey, Clerk (Deterding K-6); Beverly Stover, Nutrition Server II (Marvin Marshall ECE); Jeniffer Martinez, Instructional Assistant III (Greer K-5); Deana Hegland, Instructional Assistant II (Greer K-5) as the 2021 Classified Employees of the Year.

Recognition: National School Counseling Week (F-1b)

It was moved by Ms. Costa, seconded by Mr. Hernandez, to adopt Resolution No. A-398 proclaiming February 1-5 as National School Counseling Week. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

High School Student Council Reports (F-2)

High School Student Council representatives Sophia Butler from Bella Vista High School and Kenzie Stokes from Del Campo High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (F-3)

Deputy Superintendent of Schools and Student Support Melissa Bassanelli provided an update on the Bridges after school program and special education.

Closed Session/Expulsion Actions (F-7)

There were no closed session actions to report at this time.

Visitor Comments (G)

[via Zoom]:

Robert Waldo spoke in favor of retaining a five-member board rather than increasing to seven members.

[via electronic comment form, and read aloud by Trent Allen, Senior Director of Community Relations]:

Patricia Yanni opposes having seven school board members.

Consent Calendar Approved (H-1/H-13)

It was moved by Ms. Costa, seconded by Ms. Creason, that the consent calendar items H-1 through H-13 be approved. MOTION CARRIED 4-0 [AYES: Villescaz, Creason, Costa, Hernandez; NOES: None; ABSENT: McKibbin].

Personnel (H-1)

Appointments, leaves of absence, separations and errata – approved as submitted.

Purchasing Report (H-2)

Purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts and zero-dollar contracts — approved as submitted.

Business/Financial Report (H-3)

Notices of completion and warrants and payroll — approved as submitted.

Gifts (H-4)

Acceptance of gifts to Camp Winthers, Dyer-Kelly Elementary School, Family and Community Engagement, Greer Elementary School, Howe Avenue Elementary School, Ralph Richardson Center and Rio Americano High School.

Disposal of Surplus Property (H-5)

Approval to dispose of surplus property pursuant to board policy 3270 and Education Code sections 17545 and 17546.

2020-2021 School Accountability Report Cards (H-6)

Approval of 2020-2021 School Accountability Report Cards (SARCs).

Grant: Early Literacy Support Block Grant (H-7)

Approval to implement the following grant: Early Literacy Support Block Grant 2020-2023.

Grant: Maureen O'Leary Burness Foundation for Special Needs Children of the Sacramento Region Community Foundation Grant (H-8)

Approval to implement the following grant: Maureen O'Leary Burness Foundation for Special Needs Children of the Sacramento Region Community Foundation Grant – Ralph Richardson Center.

Grant: Maureen O'Leary Burness Foundation for Special Needs Children of the Sacramento Region Community Foundation Grant (H-9)

Approval to implement the following grant: Maureen O'Leary Burness Foundation for Special Needs Children of the Sacramento Region Community Foundation Grant – Cameron Ranch Elementary School.

Resolution No. 3021: Arden Middle School Third Amendment to Lease Agreement (H-10)

Adoption of Resolution No. 3021, approving the third amendment to the lease agreement for the Arden Middle School new construction project No. 002-9512-P1.

CEQA Notice of Exemption for Howe Avenue Elementary School Portable Classroom Addition Project (H-11)

Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Howe Avenue Elementary School Portable Classroom Addition Project.

Amendment to Warehouse Lease Agreement (H-12)

Approval of the second amendment to the lease agreement for the storage space for district surplus furniture at 6240 San Juan Avenue, Citrus Heights, California.

Choices Charter School One-Time, Off-Schedule Payment (H-13)

Approval of request from Choices Charter School to provide a one-time, off-schedule payment. (Discussed: 11/17/2020; Action: 12/15/2020).

Title I Funding Projection 2021-2022 (J-1)

Assistant Superintendent of Educational Services Debra Calvin, Ed.D. introduced Co-Director of Student Learning Assistance Gwyn Dellinger, who provided an update on the Federal Title I, Part A allocation formula beginning with the 2021-2022 school year. Ms. Dellinger provided background information and explained that the district's current method of allocating the Title 1 grant funding, including the required and allowable reservations as well as school-site allocations, provides an inequitable distribution of funds under the current centralized method. Ms. Dellinger explained that the district's

new per pupil Title I allocation method will ultimately give school sites the ability to determine their own locally funded services. Ms. Dellinger stated that school sites have been receptive to the change thus far.

One-Time, Off-Schedule Payment: Side Letters of Agreement with SJTA, CSEA, SJPEC, Teamsters, Supervisors (J-2)

Before presenting the item, Mr. Shoemake stated that the one-time, off-schedule payment will not increase employees' base compensation and no STRS/PERS contributions will be taken for PEPRA members; STRS/PERS contributions will be taken for Classic members.

It was moved by Ms. Creason, seconded by Dr. McKibbin, that the one-time, off-schedule payment as outlined in the side letter agreement with the San Juan Teachers Association (SJTA), which includes the 2021-2022 school year calendar, be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Ms. Costa, seconded by Mr. Hernandez, that the one-time, off-schedule payment as outlined in the side letter agreement with the California School Employees Association (CSEA) be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Ms. Creason, seconded by Ms. Costa, that the one-time, off-schedule payment as outlined in the side letter agreement with the San Juan Professional Educators Coalition (SJPEC) be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Mr. Hernandez, seconded by Dr. McKibbin, that the one-time, off-schedule payment as outlined in the side letter agreement with the Teamsters Local No. 150 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Ms. Creason, seconded by Dr. McKibbin, that the one-time, off-schedule payment as outlined in the side letter agreement with the San Juan Supervisors Association (SJSA) be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

One-Time, Off-Schedule Payment: SJAA, Cabinet, Confidential, Unrepresented (J-3)

Before presenting the item, Mr. Shoemake stated that the one-time, off-schedule payment will not increase employees' base compensation and no STRS/PERS contributions will be taken for PEPRA members; STRS/PERS contributions will be taken for Classic members.

It was moved by Ms. Costa, seconded by Dr. McKibbin, that the one-time, off-schedule payment for the San Juan Administrators Association (SJAA) and Cabinet be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Mr. Hernandez, seconded by Ms. Creason, that the one-time, off-schedule payment for Confidential and Unrepresented groups be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Annual Policy Review (J-4)

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 6020 and BP 5116.1 and also formatting changes to all the above-mentioned BPs in order to align with California School Board Association's new format in Gamut. Action was scheduled for February 9.

Board Reports (K)

Ms. Costa thanked Superintendent Kern for hosting both an evening and daytime session of the Superintendent's Parent Advisory Committee (SPAC), which she said offered valuable insight about learning loss and keeping students engaged. Ms. Costa also noted that she attended the middle school session of the social justice workshop where she enjoyed hearing the two student poets who are San Juan alumni.

Ms. Creason reported that she attended one of the SPAC meetings and both the high school and middle school sessions of the social justice workshops.

Dr. McKibbin echoed the previous comments about SPAC and the social justice workshops, stating that the middle school students were particularly impressive at the workshop.

Ms. Villescaz reported that she also took part in one of the social justice forums and thanked students for allowing themselves to be so vulnerable.

Future Agenda (L)

There were no items added to the future agenda.

Visitor Comments (M)

[via Zoom]:

Keri made comments regarding the return to in-person learning.

Closed Session Continued (C)

At 7:53 p.m. the board returned to closed session to discuss item C-2, superintendent's mid-year evaluation.

Adjournment (N)

At 8:21 p.m., there being no closed session actions to report and no further business, the regular meeting was adjourned.

Paula Villescaz, President

Kent Kern, Executive Secretary

Approved: _____
:sc

HUMAN RESOURCES

The following reports are submitted for board approval

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

Agenda for the February 9, 2021 Board Meeting

1. APPOINTMENTS

CERTIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Cox, Christine	Prob	Teacher Grade 9/12	Casa Roble	09/08/20
New Hire	Cox, Katherine	Temp	Tch-Voc Ed/ROP 9/12	San Juan	02/01/21 06/09/21
New Hire	Martellucci, Cortney	Temp	Teacher Grade 9/12	Rio Americano	02/04/21 06/09/21
New Hire	Nicolai, Kaitlyn	Prob	Tch-Severely Hndcp	Ralph Richardson	01/11/21
New Hire	Ramirez, Alfredo	Temp	Counselor K/6	Kingswood	01/25/21 06/09/21
New Hire	Slakey, Andrew	Prob	Language/Speech/Hrg Spec	Special Education-Kenneth	02/01/21
New Hire	Thao, Kathy	Prob	Language/Speech/Hrg Spec	Special Education-Kenneth	01/19/21
Rehire	Owen, Dayna	Temp	Teacher Grade 6/12	Encina	01/27/21 06/09/21
Rehire	Scudel, Elizabeth	Temp	Kindergarten Teacher	Howe Avenue	02/03/21 05/28/21
Rehire	White, Valus	Temp	Teacher Grade 7/8	Arcade	01/26/21 06/09/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Addiego, Allison	Prob	Intermediate Clerk Typist	Mira Loma	01/28/21
New Hire	Ahrar, Muzhgan	Prob	Nutrition Services Worker I	Carmichael	01/25/21
New Hire	Behnam, Nazi	Prob	Nutrition Services Worker I	Del Paso Manor	01/25/21
New Hire	Dantes, Drina	Prob	Instructional Assistant II	Laurel Ruff	01/25/21
New Hire	Fouda, Heba Allah	Prob	Nutrition Services Worker I	Del Paso Manor	01/25/21
New Hire	Hickison, Diane	Prob	Nutrition Services Worker I	Sierra Oaks	01/25/21
New Hire	Irwin, Sylvia	Prob	Nutrition Services Worker I	Gold River	01/25/21
New Hire	Kahn, Timothy	Prob	Instructional Assistant II	Laurel Ruff	01/20/21
New Hire	Muzhgan, Ahrar	Prob	Nutrition Services Worker I	Carmichael	01/25/21
New Hire	Thor, Cheng	Prob	Nutrition Services Worker I	Trajan	01/25/21
New Hire	Wash, Angelica	Prob	Nutrition Services Worker I	Carnegie	01/25/21

2. SEPARATIONS

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Cervantes Herrera, Karina	Perm	School/Community Worker	Early Childhood Education	01/15/21
Resignation	Johnson, Johanne	Perm	Instructional Assistant I	Grand Oaks	01/29/21
Resignation	Mack, Ingrid	Perm	Instructional Assistant III	Mariposa	01/26/21
Resignation	Safi, Ahmad Farhad	Perm	Bilingual Translator-Farsi	Central Enroll/Family Svcs	01/19/21
Resignation	Smart, Jason	Prob	Custodian	Northridge	01/12/21
Resignation	Unterholzner, Sopia	Perm	Intermediate Clerk Typist	Del Campo	01/29/21
Resignation	Wiseman, La Chona	Perm	Sign Language Interpreter	Del Campo	01/22/21
Retirement	Baeza, Mary	Perm	Intermediate Clerk Typist	Mira Loma	01/29/21
Retirement	Gross, Carrie	Perm	Bus Driver	Transportation	01/10/21
Termination	Jeffries Breck, Sherry	Perm	Instructional Assistant III	Carriage	01/20/21
Dismissal	CL-500	Perm	Clerk	Teaching and Learning	02/10/21 Amended

3. JOB DESCRIPTION / SALARY RANGE CHANGE

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Director, Family Engagement and Partnership Development	SJAA	Update	21	N/A	02/10/21



JOB DESCRIPTION

Position Code: 440
Management Group: SJAA
Salary Range: 21
Work Calendar: 003
Page 1 of 3

POSITION TITLE: Director, Family Engagement and Partnership Development

DEFINITION: Under direction, work directly with district departments and schools to coordinate and align family engagement and community partnerships and overs family and community problem resolution process. **Provides leadership in the areas of family engagement, partnership development and problem resolution through direct efforts and in partnership with district departments and schools.**

DIRECTLY RESPONSIBLE TO: Senior Director, Community Relations

SUPERVISION OVER: Classified staff as assigned

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

1. Plans, organizes, aligns and supervises the work of family engagement at the district level to assist schools to increase family engagement and improve student achievement.
2. Identify specific family engagement practices and programs to increase the level of frequency of family engagement. **Identifies and coordinates the implementation of trainings for school staff, parents and community members on the effective family engagement and community partnership strategies.**
3. Investigate all concerns brought forth by parents/guardians or community members related to schools that are not resolved at the school level, redirecting issues as appropriate to other district departments.
4. Collaborate with district administration to investigate formal complaints by parents or community members **Responsible for the oversight of the district's problem resolution office and process.**
5. Serves as an ombudsman, an advocate for fairness who aids in answering individual's questions, and assist in the resolution of concerns and critical situations **a level of secondary review and appeal for problem resolution cases, as needed.**
6. May be assigned to join specific **collaborate with** school site administration to **work provide assistance in the creation of and support of** comprehensive engagement strategies.
7. Creates systems within the district that improve communication and resource sharing between schools and district departments related to complaint resolution, family engagement and other assigned topics **opportunities for departments and school sites to learn and share best practices in the areas of family engagement, partnership development and problem resolution.**
8. **Coordinates the facilitation of focus groups, district committees and other input and feedback processes as directed.**
9. Presents to parent and community groups on engagement practices and other topics, as required.
10. Coordinates and develops regional and community **the identification of** partnership to and support family engagement and vital district initiatives **needs and opportunities at the school site and district levels.**

- 11. Facilitates the research, development and implementation of strategic community partnerships that advance the district's work to improve student achievement and provide mutual benefit to partner organizations.**
12. Provide leadership as directed to district-wide projects that result in improved service delivery to students and their families.
13. Work with the Special Projects and Grants office to support the development, implementation, and maintenance of grant applications related to family engagement, community involvement, and volunteers.
14. Serves on district and community committees **as the district's primary representative to key local, regional and state organizations**, as assigned.
15. Oversees the implementation of a coordinated volunteer initiative to increase volunteers and resources to local schools including matching of volunteers to opportunities, staff and volunteer training and screening.
16. Collaborates with other district departments to participate in community events and activities.
17. Fosters a culture supporting equity and social justice within school communities.
18. Keeps abreast of innovative trends in curriculum and instructional delivery, student success, educational research, school improvement and family engagement.
19. Ensures data is collected and appropriately reported regarding problem resolution and family engagement activities **to improve processes and outcomes in assigned areas of responsibility**.
20. Performs research and recommends resource allocations necessary to achieve assigned goals and tasks.
21. Ensure efficient use of fiscal and human resources allocated to the Family and Community Engagement Office.
22. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Bachelor of Science or equivalent degree; postgraduate coursework preferred; Master's degree and **valid California administrative credential** desirable; five to seven years of experience in building community partnerships and/or family engagement initiatives in an educational setting; strong facilitation skills; outstanding communication, teamwork and interpersonal skills; ~~demonstrated problem solving and analytical skills~~; **demonstrated** experience working with diverse group of stakeholders.

Licenses and Certifications:

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

Knowledge, Skills, and Abilities:

- Knowledge of planning, organization and direction of parent involvement/family engagement processes, workflows, and techniques
- **Knowledge of non-profit organizations, fund development strategies and partnership building tactics**
- **Knowledge of problem resolution and de-escalation tactics and strategies**
- Knowledge of standard business practices as well as district policies and procedures
- Knowledge of budget and other financial documents to maximize resources and maintain control over expenditures

- Ability to plan, manage, organize, and complete complex projects efficiently, including work planning, scheduling, measuring, and reporting
- Ability to analyze data and situations, render judgment, make decisions, and solve problems efficiently and effectively
- Ability to interpret, apply and explain rules, regulations, policies and procedures.
- Ability to prepare written and oral reports
- Ability to work collaboratively with multiple stakeholders
- Ability to select, assign, motivate, direct, and evaluate staff
- Ability to communicate effectively both orally and in writing
- Ability to meet schedules and timelines
- Ability to establish and maintain effective relationships with those contacted in the course of work
- Ability to maintain consistent, regular and punctual attendance

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff, ***parents, and members of the community***
- Contact with dissatisfied and/or uncooperative individuals
- Frequent travel between district sites and within the community

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

- Inspect documents and other written materials with fine print
- Communicate to exchange information in person, in small groups, and/or on the telephone
- Move about school and facilities to conduct work, including walking, standing, or remaining seated or stationary for long periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination
- Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions

Other Characteristics:

- ***Willing to travel within the surrounding community for purpose of business***

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

Board Approved: 8/14/2012
Updated: 8/13/2014
Updated: 10/26/2016 (updated duties and title change)
Updated: 02/10/2021

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: E-2
MEETING DATE: 02/09/2021

APPROVED: *KS* *KH*
Kent Stephens

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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



Purchasing Contracts Board Report

Purchase Orders, Service Agreements, and Awards

January 13, 2021 - January 26, 2021



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

January 13, 2021 - January 26, 2021

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
102271	1/25/2021	Campbell Keller	Additional Furniture for Cowan project 109-9306-J1 piggyback contract	\$ 174,059.10	\$ 112,528.32	\$ 5,260.56	\$ 291,847.98	216 - Facilities
101542	1/26/2021	Language Line	District wide translation services	\$ 137,317.25	\$ -	\$ 100,000.00	\$ 237,317.25	252 - Technology
102339	1/15/2021	Point Quest	Additional use of behavior techs for pediatric services due to the discontinued use of Maxim Health Care.	\$ 92,000.00	\$ -	\$ 400,000.00	\$ 492,000.00	101-Special Ed.
							\$ -	

Service Agreement Change Orders

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

Contract Consultant Amendments/Change Orders

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

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
							\$ -	
							\$ -	



**Purchasing Contracts Board Report
Construction and Public Works Bids and Contracts**

January 13, 2021 - January 26, 2021

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
14	1/22/2021	TBD	20-106	CDW	CCTV IP camera upgrade for project 392-9285-21DM	\$ 145,071.49	212 - M&O

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
23	1/25/2021	TBD	Piggyback	Campbell Keller	Replace in-wall MP tables Skycrest project 149-9306-J1	\$ 101,716.00	216 - Facilities
23	1/26/2021	TBD	Piggyback	Campbell Keller	Full site furniture replacement for Charles Peck project 157-9306-J1	\$ 389,281.70	216 - Facilities

New Addendum to Master Agreements

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



**Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts**

January 13, 2021 - January 26, 2021

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
All	1/1/2021		CMAS Contract 7-20-99-42	US Bank	Credit Card Service	1/1/2021-12/31/2025

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: E-4

MEETING DATE: 02/09/2021

SUBJECT: Surplus Property

CHECK ONE:

- For Discussion:
For Action:
Report:
Workshop:
Recognition:
Emergency Action:

DEPARTMENT: Business Support Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

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

ATTACHMENT(S):

A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/01/2021

FISCAL IMPACT:

Current Budget: \$ _____ N/A

Additional Budget: \$ _____ N/A

Funding Source: _____ N/A

(unrestricted base, supplemental, other restricted, etc.)

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

Goal: _____ N/A Focus: _____ N/A

Action: _____ N/A

Strategic Plan: _____ N/A

PREPARED BY:

Susan Kane, Director, Business Support Services

Kent Stephens, Deputy Superintendent

KS

APPROVED BY:

Kent Kern, Superintendent of Schools

KK

Board of Education Agenda Item**Surplus Property**

February 9th Meeting Date

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

Location/Site	Make	Model	Description	Serial #	Disposition
Arcade			8-Boxes of obsolete textbooks		Recycled
Arden			69-Teachers chairs, 54-office desks		Recycled
Arden			530-Student sled desks, 556-student chairs		Recycled
Arden			63-Stools, 169-tables, 12-bookshelves		Recycled
Arden			61-Filing cabinets, 6-AV carts, 18-cabinets		Recycled
Arden			1-Fridge, 6-benches		Recycled
Community Relations			Keyboard, DVDs, old remote		Ewaste
Greer			Old furniture		Recycled
Mission			491-Student chairs, 434-student desks		Recycled
Mission			20-Teachers chairs, 10-teachers desks		Recycled
Mission			24-Stools, 46-tables, 96-bookshelves		Recycled
Mission			20-Filing cabinets, 6-AV carts, 5-cabinets		Recycled
Mission			7-Rugs, 10-couches, 2-benches		Recycled
Spec Ed - Kenneth			Old curriculum textbooks including teacher books and student workbooks		Recycled
Spec Ed - Kenneth			Old SPED test kits, books, binders		Discarded
Spec Ed - Kenneth			Printer, old TV, VCR		Ewaste
Spec Ed - Kenneth			5-File cabinets		Recycled
Trajan			8-Single desks		Recycled

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: E-5

MEETING DATE: 02/09/2021

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. Two policy revisions are recommended at this time.

- BP 3430 Investing and Debt Management (Attachment A). 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 – proposed revisions)
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 January 24, 2017). 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 April 9, 2019).
- 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 11, 2020) and open enrollment (BP 5116.1, last updated by the board on February 12, 2019).

Staff has reviewed these board policies and is recommending revisions to BP 6020 Parent Involvement and BP 5116.1 Intradistrict Open Enrollment. In addition, staff has made formatting changes to all the above-mentioned board policies to align with the California School Board Association's new format in Gamut.

ATTACHMENT(S):

- 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: 01/19/2021, 02/01/2021
Board of Education: 01/26/2021

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

(unrestricted base, supplemental, other restricted, etc.)

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

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

LCTS
kK

APPROVED BY: Kent Kern, Superintendent of Schools

San Juan USD

Board Policy

Investing And Debt Management

BP 3430

Business and Noninstructional Operations

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 he/she 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 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 Operating Debt and Long Term Capital Debt (Government Code section 8855(i)(1)(A)) 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.

~~(cf. 3460 – Periodic Financial Reports and Accountability)~~

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 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 accounting will undertake an analysis of the options to aid in the 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 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.

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 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.

Policy Reference:

State References	Description
<u>Education Code section 41001</u>	<u>Deposit of money in county treasury</u>
<u>Education Code section 41002</u>	<u>General fund deposits and exceptions</u>
<u>Education Code section 41002.5</u>	<u>Deposit of certain funds in insured institutions</u>
<u>Education Code section 41003</u>	<u>Funds received from rental of real property</u>
<u>Education Code section 41015</u>	<u>Authorization of and limitation investment of district funds</u>
<u>Education Code section 41017</u>	<u>Deposit of miscellaneous receipts</u>
<u>Education Code section 41018</u>	<u>Disposition of money received</u>
<u>Education Code sections 42840-42843</u>	<u>Special reserve fund</u>
<u>Government Code section 16430</u>	<u>Eligible securities for investment of surplus money</u>
<u>Government Code section 17581.5</u>	<u>Mandates contingent upon state funding</u>
<u>Government Code section 27000.3</u>	<u>Fiduciary for deposits in county treasury</u>
<u>Government Code sections 27130-27137</u>	<u>County treasury oversight committees</u>
<u>Government Code sections 53500-53606</u>	<u>Investment of surplus</u>
<u>Government Code sections 53630-53686</u>	<u>Deposit of funds</u>
<u>Government Code section 53635</u>	<u>Local agency funds; deposit or investment</u>
<u>Government Code section 53646</u>	<u>Treasurer reports and statements of investment policy</u>
<u>Government Code section 53852.5</u>	<u>Investment term for funds designated for repayment of notes</u>
<u>Government Code section 53859.02</u>	<u>Borrowing by local agency</u>
Management Resources References	Description
<u>CDIAC Publication</u>	<u>Locl Agency Investment Guidelines, 2002 rev. 2004</u>
<u>Website</u>	<u>CA Debt and Investment Advisory Commission: http://www.treasurer.ca.gov/cdiac</u>
Cross References	Description
<u>1220</u>	<u>Citizen Advisory Committees</u>
<u>3000</u>	<u>Concepts And Gifts</u>
<u>3290</u>	<u>Gifts, Grants And Bequests</u>
<u>3400</u>	<u>Management of District Assets/Accounts</u>
<u>3460</u>	<u>Financial Reports And Accountability</u>
<u>3470</u>	<u>Debt Issuance And Management</u>
<u>3530</u>	<u>Risk Management/Insurance</u>
<u>9130</u>	<u>Board Committees</u>
<u>9270</u>	<u>Conflict of Interest</u>

Legal Reference:

EDUCATION CODE

41001 Deposit of money in county treasury

41002 General fund deposits and exceptions

41002.5 Deposit of certain funds in insured institutions

41003 Funds received from rental of real property

41015 Authorization of and limitation investment of district funds

~~41017 Deposit of miscellaneous receipts~~

~~41018 Disposition of money received~~

~~42840 42843 Special reserve fund~~

GOVERNMENT CODE

~~8855 California Debt and Investment Advisory Commission: accountability reports~~

~~16430 Eligible securities for investment of surplus money~~

~~17581.5 Mandates contingent upon state funding~~

~~27000.3 Fiduciary for deposits in county treasury~~

~~27130-27137 County treasury oversight committees~~

~~53600-53609 Investment of surplus~~

~~53630-53686 Deposit of funds, especially:~~

~~53635 Local agency funds; deposit or investment~~

~~53646 Treasurer reports and statements of investment policy~~

~~53852.5 Investment term for funds designated for repayment of notes~~

~~53859.02 Borrowing by local agency~~

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Governance: Fiscal Accountability, 2005~~

~~School Finance CD-ROM, 2005~~

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS

~~Local Agency Investment Guidelines, 2002, rev. 2004~~

WEB SITES

~~California State Treasurer's Office, California Debt and Investment Advisory Commission:~~

~~<http://www.treasurer.ca.gov/ediae>~~

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

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: January , 2021



SACRAMENTO COUNTY

Annual Investment Policy of the Pooled Investment Fund

CALENDAR YEAR 2020

*Approved by the
Sacramento County Board of Supervisors*

December 17, 2019
Resolution No. 2019-0856

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SACRAMENTO COUNTY

Annual Investment Policy

of the Pooled Investment Fund

CALENDAR YEAR 2020

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 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.

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 reasonable 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.

Quarterly, the Director of Finance will provide the Oversight Committee with a copy of the Pooled Investment Fund activity and its compliance to the annual Policy and California Government Code.

Annually, the Oversight Committee shall cause an annual audit of the activities within the Pooled Investment Fund to be conducted to determine compliance to the Policy and California Government Code. This audit will include issues relating to the structure of the investment portfolio and risk.

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 Director of Finance shall prepare an Investment Policy that will be forwarded to and monitored by the Oversight Committee and rendered to Boards of all local agency participants. The Board of Supervisors shall review and approve the Policy during public session. Quarterly, the Director of Finance shall provide the Oversight Committee a report of all investment activities of the Pooled Investment Fund to ensure compliance to the Policy. 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. Investment 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. These 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. Annually the Director of Finance and/or his designee will update the list of tobacco-related companies.

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 where appropriate. 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 rating of bbb+ but they must have a Support rating of 1. Domestic savings banks must be rated 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	<p style="text-align: center;">Banks — FDIC Insurance Coverage</p> <p style="text-align: center;">Credit Unions — NCUSIF Insurance Coverage <i>Credit unions are limited to a maximum deposit of the NCUSIF-insured limit since they are not rated by nationally recognized rating agencies and are not required to provide collateral on public deposits.</i></p>							
Over the FDIC- or NCUSIF-insured limit	<p style="text-align: center;"><i>(Any 2 of 3 ratings)</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">S&P:</td> <td style="text-align: left;">A-2</td> <td rowspan="3" style="vertical-align: middle; padding: 0 10px;">OR</td> </tr> <tr> <td style="text-align: right;">Moody's:</td> <td style="text-align: left;">P-2</td> </tr> <tr> <td style="text-align: right;">Fitch:</td> <td style="text-align: left;">F-2</td> </tr> </table> <p style="text-align: center;">Collateral is required</p> <p style="text-align: center;">Through a private sector entity that assists in the placement of deposits to achieve FDIC insurance coverage of the full deposit and accrued interest.</p>	S&P:	A-2	OR	Moody's:	P-2	Fitch:	F-2
S&P:	A-2	OR						
Moody's:	P-2							
Fitch:	F-2							

Eligible banks must have Community Reinvestment Act performance ratings of “satisfactory” or “outstanding” from each financial institution’s regulatory authority. In addition, deposits greater than the federally-insured amount must be collateralized. Banks must 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 their commitment to meeting the community reinvestment lending and charitable activities, which are also 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 Treasury and Agency securities, 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
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 United States Treasuries and Government Agencies. 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 Bank 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.

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

No more than 10% of the portfolio, except Treasuries and Agencies, 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 (j) 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. Treasuries or Agencies with a market value of 102% for collateral marked to market daily; or (2) money market instruments which are on the Approved Lists of the County and which 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 Treasuries or Agencies 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 which 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 which 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 which 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 which are 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 Oversight Committee and to any local agency participant that requests a copy, a detailed report on the Pooled Investment Fund. 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.

Each quarter, the Director of Finance shall provide to the Board of Supervisors and interested parties a comprehensive report on the Pooled Investment Fund.

Annually, the Director of Finance shall provide to the Oversight Committee the Investment Policy. Additionally, the Director of Finance will render a copy of the Investment Policy to the legislative body of the local agencies that participate in the Pooled Investment Fund.

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 \$500 for the period January 1, 2019, to December 31, 2020, and is adjusted for inflation every odd-numbered year. 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
<i>Best-quality grade</i>	Aaa	AAA	AAA	aaa
<i>High-quality grade</i>	Aa1	AA+	AA+	aa+
	Aa2	AA	AA	aa
	Aa3	AA-	AA-	aa-
<i>Upper Medium Grade</i>	A1	A+	A+	a+
	A2	A	A	a
	A3	A-	A-	a-
<i>Medium Grade</i>	Baa1	BBB+	BBB+	bbb+
	Baa2	BBB	BBB	bbb
	Baa3	BBB-	BBB-	bbb-
<i>Speculative Grade</i>	Ba1	BB+	BB+	bb+
	Ba2	BB	BB	bb
	Ba3	BB-	BB-	bb-
<i>Low Grade</i>	B1	B+	B+	b+
	B2	B	B	b
	B3	B-	B-	b-
<i>Poor Grade to Default</i>	Caa	CCC+	CCC	ccc
<i>In Poor Standing</i>	-	CCC	-	
	-	CCC-	-	
<i>Highly Speculative Default</i>	Ca	CC	CC	cc
	C	-	-	c
<i>Default</i>	-	-	DDD	f
	-	-	DD	f
	-	D	D	f

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

Appendix A

Short Term / Commercial Paper Investment Grade Ratings

Rating Interpretation	Moody's	S&P	Fitch
<i>Superior Capacity</i>	P-1	A-1+/A-1	F1+/F1
<i>Strong Capacity</i>	P-2	A-2	F2
<i>Acceptable Capacity</i>	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 minimum Long-Term Rating floor of 'BBB-'.
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 minimum Long-Term Rating floor of 'BB-'.
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'.
5	A bank for which external support, although possible, 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.

Appendix A

Fitch Sovereign Risk Ratings

<i>Rating</i>	<i>Interpretation</i>
AAA	Highest credit quality. 'AAA' ratings denote the lowest expectation of default risk. They are assigned only in cases of exceptionally strong capacity for payment of financial commitments. This capacity is highly unlikely to be adversely affected by foreseeable events.
AA	Very high credit quality. 'AA' ratings denote expectations of very low default risk. They indicate very strong capacity for payment of financial commitments. This capacity is not significantly vulnerable to foreseeable events.
A	High credit quality. 'A' ratings denote expectations of low default risk. The capacity for payment of financial commitments is considered strong. This capacity may, nevertheless, be more vulnerable to adverse business or economic conditions than is the case for higher ratings.
BBB	Good credit quality. 'BBB' ratings indicate that expectations of default risk are currently low. The capacity for timely payment of financial commitments is considered adequate but adverse business or economic conditions are more likely to impair this capacity.
BB	Speculative. 'BB' ratings indicate an elevated vulnerability to default risk, particularly in the event of adverse changes in business or economic conditions over time.
B	Highly speculative. 'B' ratings indicate that material default risk is present, but a limited margin of safety remains. Financial commitments are currently being met; however, capacity for continued payment is vulnerable to deterioration in the business and economic environment.
CCC	High default risk. Default is a real possibility.
CC	Very high levels of credit risk. Default of some kind appears probable.
C	Exceptionally high levels of credit risk. Default appears imminent or inevitable.
D	<p>Default. Indicates a default. Default generally is defined as one of the following:</p> <ul style="list-style-type: none"> • Failure to make payment of principal and/or interest under the contractual terms of the rated obligation; • The bankruptcy filings, administration, receivership, liquidation or other winding-up or cessation of the business of an issuer/obligor; or • The coercive exchange of an obligation, where creditors were offered securities with diminished structural or economic terms compared with the existing obligation.

San Juan USD

Board Policy

Extracurricular And Cocurricular Activities

BP 6145
Instruction

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

The ~~G~~overning ~~B~~oard 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.

(cf. 1330—~~Use of District Facilities and Grounds~~)
(cf. 6145.2—~~Interscholastic Competition~~)

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)

(cf. 0410—~~Nondiscrimination in District Programs and Activities~~)
(cf. 5145.3—~~Nondiscrimination/Harassment~~)
(cf. 5145.7—~~Sexual Harassment~~)

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.

(cf. 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)

(cf. 3260—~~Fees and Charges~~) (~~Students~~)
(cf. 3452—~~Student Activity Funds~~)

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
*(cf. 5121—Examination/Grading/Rating)
(cf. 6146.1—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.

(cf. 6173—Education for Homeless Children)

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.

(cf. 5131—Conduct)

(cf. 5131.1—Bus Conduct)

(cf. 5144—Discipline)

(cf. 5144.1—Suspension and Expulsion/Due Process)

(cf. 5144.2—Suspension and Expulsion/Due Process (Individuals With Exceptional Needs))

Annual Policy Review

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

Policy Legal Reference:

EDUCATION CODE

<u>State References</u>	<u>Description</u>
<u>5 CCR 350</u>	<u>Fees not permitted</u>
<u>5 CCR 4900 – 4965</u>	<u>Nondiscrimination in elementary and secondary education programs</u>
<u>5 CCR 5531</u>	<u>Supervision of extracurricular activities of pupils</u>
<u>CA Constitution, Article 9, section 5</u>	<u>Common school system</u>
<u>Education Code section 35145</u>	<u>Public meetings</u>
<u>Education Code section 35160.5</u>	<u>Intradistrict open enrollment</u>
<u>Education Code section 35179</u>	<u>Interscholastic athletics; associations or consortia</u>
<u>Education Code section 35181</u>	<u>Students' responsibilities</u>
<u>Education Code section 48850</u>	<u>Participation of homeless students and foster youth in extracurricular activities and interscholastic sports</u>
<u>Education Code section 48930-48938</u>	<u>Student Organizations</u>
<u>Education Code section 49010-49013</u>	<u>Student fees</u>
<u>Education Code section 49024</u>	<u>Activity Supervisor Clearance Certificate</u>
<u>Education Code section 49700-49703</u>	<u>Education of children of military families</u>

Federal Resources

<u>Title IX, 2000h-2-2000h-r</u>	<u>1972 Education Act Amendments</u>
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Court Decisions

Hartzell v Connell (1984) 35 Cal.3d 899

<u>Management Resources References</u>	<u>Description</u>
<u>CDE Publications</u>	<u>Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 12-02, April 24, 2013</u>
<u>CA Task Force Report to the Legislature</u>	<u>Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009</u>
<u>Commission on Teacher Credentialing</u>	<u>Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010</u>
<u>Website</u>	<u>CSBA: http://www.csba.org</u>
<u>Website</u>	<u>CA Association of Directors of Activities: http://www.cadal.org</u>
<u>Website</u>	<u>CA Department of Education: http://www.cde.ca.gov</u>
<u>Website</u>	<u>CA Interscholastic Federation: http://www.cifstate.org</u>
<u>Website</u>	<u>Commission on Teacher Credentialing Publication: http://www.ctc.ca.gov</u>

35145 – Public meetings

~~35160.5 District policy rules and regulations; requirements; matters subject to regulation~~
~~35179 Inter scholastic athletics; associations or consortia~~
~~35181 Students' responsibilities~~
~~48850 Participation of homeless students and foster youth in extracurricular activities and inter scholastic sports~~
~~48930-48938 Student organizations~~
~~49010-49013 Student fees~~
~~49024 Activity Supervisor Clearance Certificate~~
~~49700-497043 Education of children of military families~~
CALIFORNIA CONSTITUTION
~~Article 9, Section 5 Common school system~~
CODE OF REGULATIONS, TITLE 5
~~350 Fees not permitted~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance~~
~~5531 Supervision of extracurricular activities of pupils~~
UNITED STATES CODE, TITLE 42
~~2000h-2-2000h-6 Title IX, 1972 Education Act Amendments~~
COURT DECISIONS
~~Hartzell v. Connell, (1984) 35 Cal. 3d 899~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 12-02, 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 PUBLICATIONS

~~Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010~~

WEB SITES

~~CSBA: <http://www.csba.org>~~

~~California Association of Directors of Activities: <http://www.cadal.org>~~

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

~~California Interscholastic Federation: <http://www.cifstate.org>~~

~~Commission on Teacher Credentialing: <http://www.ctc.ca.gov>~~

<u>Cross References</u>	<u>Description</u>
<u>0410</u>	<u>Nondiscrimination in District Programs and Activities</u>
<u>1312.3</u>	<u>Uniform Complaint Procedures</u>
<u>1330</u>	<u>Use of District Facilities and Grounds</u>
<u>3260</u>	<u>Fees and Charges (Students)</u>
<u>3452</u>	<u>Student Activity Funds</u>
<u>5121</u>	<u>Examination/Grading/Rating</u>
<u>5131</u>	<u>Conduct</u>

<u>5145.3</u>	<u>Nondiscrimination/Harassment</u>
<u>5131.1</u>	<u>Bus Conduct</u>
<u>5145.7</u>	<u>Sexual Harassment</u>
<u>5144</u>	<u>Discipline</u>
<u>5144.1</u>	<u>Suspension and Expulsion/Due Process</u>
<u>6146.1</u>	<u>High School Graduation Requirements</u>
<u>5144.2</u>	<u>Suspension and Expulsion/Due Process (Individuals With Exceptional Needs)</u>
<u>6145.2</u>	<u>Interscholastic Competition</u>
<u>6173</u>	<u>Education for Homeless Children</u>

(11/09—3/12) 5/17

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

revised: March 23, 2010

revised: March 22, 2011

revised: January 22, 2013

revised: January 27, 2015

revised: February 11, 2020

revised: , 2021

San Juan USD

Board Policy

Parent Involvement **And Family Engagement**

BP 6020
Instruction

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 consult with staff and with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members meaningfully involve meaningful opportunities at all grade levels for parents/guardians and family members to be involved 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.

(ef. 0420 – School Plans/ Site Councils)
(ef. 0420.1 – School Based Program Coordination)
(ef. 0420.5 – Site Based Management)
(ef. 1220 – Citizen Advisory Committees)
(ef. 1230 – School Connected Organizations)
(ef. 1240 – Volunteer Assistance)
(ef. 1250 – Visitors/Outsiders Visits to the Schools)

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.

(ef. 5020 Parent Rights and Responsibilities)

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 Sections 42238.02, 52060)

(ef. 0460 – Local Control and Accountability Plan)

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.

| **(cf. 0500 – Accountability Review and Evaluation)**

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)

| **(cf. 6171 – Title I Programs)**

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. and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

| **(cf. 3100 Budget)**

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 bBoard 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)

(cf. 5145.6—Parental Notifications)

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)

Policy Reference:

<u>State References</u>	<u>Description</u>
<u>5 CCR 18275</u>	Child care and development programs, parent involvement and education
<u>Education Code sections 11500-11505</u>	Programs to encourage parent involvement
<u>Education Code section 48985</u>	Notices to parents in language other than English
<u>Education Code section 51101</u>	Parents Rights Act of 2002
<u>Education Code sections 52060-52077</u>	Local control and accountability plan
<u>Education Code sections 54444.1-54444.2</u>	Parent advisory councils, services to migrant children
<u>Education Code sections 56190-56194</u>	Community advisory committee, special education
<u>Education Code section 64001</u>	School plan for student achievement, consolidated application program
<u>Labor Code section 230.8</u>	Time off to visit child's school
<u>Federal References</u>	<u>Description</u>
<u>20 USC 6311</u>	State plan
<u>20 USC 6312</u>	Local educational agency plan

<u>20 USC 6314</u>	Schoolwide programs
<u>20 USC 6318</u>	Parent and family engagement
<u>20 USC 6631</u>	Teacher and school leader incentive program, purposes and definitions
<u>20 USC 7241-7246</u>	Family engagement in education programs
<u>28 CFR 35.104</u>	Definitions, auxiliary aids and services
<u>28 CFR 35.160</u>	Effective communications

Management Resources References	Description
<u>CA Department of Education Publication</u>	Title 1 School-Level Parental Involvement
<u>CA Department of Education Publication</u>	Family Engagement Framework: A Tool for CA school districts, 2014
<u>U.S. Department of Education Publication</u>	Parental Involvement; Title 1, Part A, Non-Regulatory Guidance, April 23, 2004
<u>Website</u>	CA Department of Education, Family, School, Community Partnerships: http://www.cde.ca.gov/ls/pf
<u>Website</u>	CA Parent Center: http://parent.sdsu.edu
<u>Website</u>	CA State Parent Teacher Association: http://www.capta.org
<u>Website</u>	National Coalition for Parent Involvement in Education: http://www.ncpie.org
<u>Website</u>	National PTA Website http://www.pta.org
<u>Website</u>	Parent Information and Resource Centers
<u>Website</u>	Parents as Teachers National Center: http://www.parentsasteachers.org
<u>Website</u>	U.S. Department of Education: http://www.ed.gov
<u>Website</u>	CSBA: http://www.csba.org

Cross References	Description
<u>0000</u>	Vision
<u>0100</u>	Philosophy
<u>0400</u>	Comprehensive Plans
<u>0410</u>	Nondiscrimination In District Programs And Activities
<u>0420</u>	School Plans/Site Councils
<u>0430</u>	Comprehensive Local Plan For Special Education
<u>0450</u>	Comprehensive Safety Plan
<u>0460</u>	Local Control And Accountability Plan
<u>0470</u>	COVID-19 Mitigation Plan
<u>0500</u>	Accountability
<u>1000</u>	Concepts And Roles
<u>1100</u>	Communication With The Public

<u>1113</u>	<u>District And School Web Sites</u>
<u>1114</u>	<u>District-Sponsored Social Media</u>
<u>1220</u>	<u>Citizen Advisory Committees</u>
<u>1230</u>	<u>School-Connected Organizations</u>
<u>1240</u>	<u>Volunteer Assistance</u>
<u>1250</u>	<u>Visitors/Outsiders</u>
<u>1260</u>	<u>Educational Foundation</u>
<u>1400</u>	<u>Relations Between Other Governmental Agencies And The Schools</u>
<u>1700</u>	<u>Relations Between Private Industry And The Schools</u>
<u>2230</u>	<u>Representative And Deliberative Groups</u>
<u>3100</u>	<u>Budget</u>
<u>3231</u>	<u>Impact Aid</u>
<u>3280</u>	<u>Sale Or Lease Of District-Owned Real Property</u>
<u>4115</u>	<u>Evaluation/Supervision</u>
<u>4131</u>	<u>Staff Development</u>
<u>4215</u>	<u>Evaluation/Supervision</u>
<u>4231</u>	<u>Staff Development</u>
<u>4315</u>	<u>Evaluation/Supervision</u>
<u>4331</u>	<u>Staff Development</u>
<u>5020</u>	<u>Parent Rights And Responsibilities</u>
<u>5030</u>	<u>Student Wellness</u>
<u>5113</u>	<u>Absences And Excuses</u>
<u>5121</u>	<u>Grades/Evaluation Of Student Achievement</u>
<u>5123</u>	<u>Promotion/Acceleration/Retention</u>
<u>5145.6</u>	<u>Parental Notifications</u>
	<u>5148 Child Care And Development</u>
<u>5148.3</u>	<u>Preschool/Early Childhood Education</u>
<u>6000</u>	<u>Concepts And Roles</u>
<u>6011</u>	<u>Academic Standards</u>
<u>6120</u>	<u>Response To Instruction And Intervention</u>
<u>6142.6</u>	<u>Visual And Performing Arts Education</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>
<u>6145</u>	<u>Extracurricular And Cocurricular Activities</u>
<u>6146.11</u>	<u>Alternative Credits Toward Graduation</u>
<u>6154</u>	<u>Homework/Makeup Work</u>
<u>6157</u>	<u>Distance Learning</u>
<u>6161.1</u>	<u>Selection And Evaluation Of Instructional Materials</u>
<u>6162.5</u>	<u>Student Assessment</u>

<u>6162.51</u>	<u>State Academic Achievement Tests</u>
<u>6164.5</u>	<u>Student Success Teams</u>
<u>6170.1</u>	<u>Transitional Kindergarten</u>
<u>6171</u>	<u>Title I Programs</u>
<u>6172</u>	<u>Gifted And Talented Student Program</u>
<u>6173.1</u>	<u>Education For Foster Youth</u>
<u>6173.2</u>	<u>Education Of Children Of Military Families</u>
<u>6173.4</u>	<u>Title VI Indian Education Program</u>
<u>6174</u>	<u>Education For English Learners</u>
<u>6175</u>	<u>Migrant Education Program</u>
<u>6177</u>	<u>Summer Learning Programs</u>
<u>6178</u>	<u>Career Technical Education</u>
<u>6178.1</u>	<u>Work-Based Learning</u>
<u>6184</u>	<u>Continuation Education</u>
<u>9200</u>	<u>Limits Of Board Member Authority</u>
<u>9310</u>	<u>Board Policies</u>

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement, consolidated applications programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 School wide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School Level Parental Involvement Policy

Family Engagement Framework: A Tool for California Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

~~Parental Involvement: Title I, Part A Non Regulatory Guidance, April 23, 2004~~

~~WEBSITES~~

~~CSBA:~~ <http://www.csba.org>

~~California Department of Education, Family, School, Community Partnerships:~~ <http://www.cde.ca.gov/ls/pf>

~~California Parent Center:~~ <http://parent.sdsu.edu>

~~California State PTA:~~ <http://www.capta.org>

~~National Coalition for Parent Involvement in Education:~~ <http://www.ncpie.org>

~~National PTA:~~ <http://www.pta.org>

~~Parent Information and Resource Centers:~~ <http://www.pirc-info.net>

~~Parents as Teachers National Center:~~ <http://www.parentsasteachers.org>

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

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

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: January, 2021

San Juan USD

Board Policy

Intradistrict Open Enrollment

BP 5116.1

Students

The ~~g~~Governing ~~b~~Board 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.

(ef. 5117 Interdistrict Attendance)

The parents/guardians 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)

(ef. 5111.1 District Residency)

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

~~Priority for attendance outside a student's attendance area shall be given as follows:~~ 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. ~~If, while on school grounds, a student becomes the~~ Is a victim of a violent criminal offense, ~~he/she shall be provided an option to transfer to another district school~~ crime while on school grounds. (20 USC 7912)

2. ~~If a student attends a school~~ Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous," ~~he/she shall be provided an option to transfer to another district school or charter school.~~ (20 USC 7912; 5 CCR 11992)

(ef. 04050 Comprehensive Safety Plan)

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)

3.4.- 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)The superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student

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, such as including, but not necessarily limited to, a law enforcement official, or a social worker, or a properly licensed or registered professional, such as including, but not limited to, a psychiatrist, psychologist, or marriage and family therapist, clinical social worker, or professional counselor.

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

64. Priority may be given to siblings of students already in attendance in that school. Is a sibling of another student already attending that school.

75. Priority may be given to any student whose parent/guardian is assigned to that school as his/her primary place of employment. 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)

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 who shall be admitted whenever 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, except that However, existing entrance criteria may be used for enrolling students in specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. In addition Aacademic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code section 35160.5)

~~(cf. 6172—Gifted and Talented Student Program)~~

~~Students who qualify to transfer under the Open Enrollment Act ("Romero Bill") will be processed pursuant to Education Code sections 48350–48361.~~

~~(cf. 5116—School Attendance Boundaries)~~

Transportation

~~Except as required by 20 USC 6316 for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. 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).

~~(cf. 3540—Transportation)~~

~~(cf. 3540—Transportation)~~

Policy Reference:

<u>State References</u>	<u>Description</u>
<u>5 CCR 11992-11994</u>	<u>Definition of persistently dangerous schools</u>
<u>Education Code section 200</u>	<u>Equal rights and opportunities in state educational institutions</u>
<u>Education Code section 35291</u>	<u>Rules</u>
<u>Education Code section 35351</u>	<u>Assignment of students to particular schools</u>
<u>Education Code sections 46600-46611</u>	<u>Interdistrict attendance agreements</u>
<u>Education Code section 48200</u>	<u>Compulsory attendance</u>
<u>Education Code section 48204</u>	<u>Residency requirements for school attendance</u>
<u>Education Code sections 48300-48316</u>	<u>Student attendance alternatives, school district of choice program</u>
<u>Education Code section 48980</u>	<u>Notice at beginning of term</u>

<u>Federal References</u>	<u>Description</u>
<u>20 USC 6311</u>	<u>State Plan</u>
<u>20 USC 6313</u>	<u>Eligibility of schools and school attendance areas; funding allocation</u>
<u>20 USC 7912</u>	<u>Transfers from persistently dangerous schools</u>

<u>Management Resources References</u>	<u>Description</u>
<u>Attorney General Opinion</u>	<u>85 Ops.Cal.Atty.Gen.95 (2002)</u>
<u>CA Department of Education Publication</u>	<u>Public School Choice FAQs</u>
<u>CA Department of Education Publication</u>	<u>Every Student Succeeds Act – Update #8, July 14, 2017</u>

<u>Court Decision</u>	<u><i>Crawford v. Huntington Beach Union High School District</i> (2002) 98 Cal.App.4th 1275</u>
<u>U. S. Department of Education Publication Website</u>	<u>Unsafe School Choice Option, May 2004</u>
<u>Website</u>	<u>CSBA: http://www.csba.org</u>
<u>Website</u>	<u>CA Department of Education: http://www.cde.ca.gov</u>
<u>Website</u>	<u>U. S. Department of Education: http://www.ed.gov</u>

<u>Cross References</u>	<u>Description</u>
<u>0450</u>	<u>Comprehensive Safety Plan</u>
<u>0520.1</u>	<u>Comprehensive and Targeted School Improvement</u>
<u>1312.3</u>	<u>Uniform Complaint Procedures</u>
<u>3540</u>	<u>Transportation</u>
<u>3541</u>	<u>Transportation Routes and Services</u>
<u>5020</u>	<u>Parent Rights and Responsibilities</u>
<u>5111</u>	<u>Admission</u>
<u>5111.1</u>	<u>District Residency</u>
<u>5116</u>	<u>School Attendance Boundaries</u>
<u>5116.2</u>	<u>Involuntary Student Transfers</u>
<u>5117</u>	<u>Interdistrict Attendance</u>
<u>5131.2</u>	<u>Bullying</u>
<u>5131.7</u>	<u>Weapons and Dangerous Instruments</u>
<u>5145.6</u>	<u>Parental Notifications</u>
<u>6117</u>	<u>Year Round Schedules</u>
<u>6164.6</u>	<u>Identification and Education Under Section 504</u>
<u>6173.1</u>	<u>Education For Foster Youth</u>
<u>6181</u>	<u>Alternative Schools/Programs Of Choice</u>
<u>9000</u>	<u>Role of the Board</u>
<u>9310</u>	<u>Board Policies</u>

Legal Reference:

EDUCATION CODE

200 ~~Prohibition against discrimination~~

35160.5 ~~District policies; rules and regulations~~

35291 ~~Rules~~

35351 ~~Assignment of students to particular schools~~

46600 ~~46611~~ ~~Interdistrict attendance agreements~~

48200 ~~Compulsory attendance~~

48204 ~~Residency requirements for school attendance~~

48300 ~~48316~~ ~~Student attendance alternatives, school district of choice program~~

48350 ~~48361~~ ~~Open Enrollment Act~~

48980 ~~Notice at beginning of term~~

CODE OF REGULATIONS, TITLE 5

11992 11994 ~~Definition of persistently dangerous schools~~

UNITED STATES CODE, TITLE 20

6311 ~~State Plans~~

6316 ~~Transfers from program improvement schools~~

6313 Eligibility of schools and school attendance area; funding allocation

7912 Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act Update #8, July 14, 2017

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Unsafe School Choice Option:

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

U.S. Department of Education: <http://www.ed.gov>

U.S. Department of Education, No Child Left Behind: <http://www.ncsl.gov>

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: October 26, 2010 Carmichael, California

effective: October 27, 2010

revised: March 22, 2011

revised: January 28, 2014

revised: October 11, 2016

revised: February 12, 2019

revised: , 20210

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-1

MEETING DATE: 02/09/2021

SUBJECT: Learning Status Update

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending the board receive a report on student learning status.

RATIONAL/BACKGROUND:

The purpose of this presentation is to provide a mid-year update on student academic progress and the actions the district is taking to respond to student need. On September 8, San Juan Unified School District shared the Learning Continuity and Attendance Plan (LCAP); defined in the plan, Local Education Agencies (LEAs) were required to describe the actions and strategies the LEA will use to address and accelerate learning progress for pupils. As part of San Juan's commitment to continuous improvement, the school divisions created workgroups composed of administrators to study the data and build comprehensive support systems for students, staff, and families. Using quantitative and qualitative data, workgroups implemented supports based on initial feedback from stakeholders. Workgroups continue to solicit feedback, review data and adjust the actions developed in the fall, using the cycle of inquiry.

ATTACHMENT(S):

- A: Presentation
- B: Data Sheets
- C: High School Student Survey

BOARD COMMITTEE ACTION/COMMENT:

Curriculum, Standards, Instructional & Student Services Committee: 02/03/2021

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/01/2021

FISCAL IMPACT:

Current Budget: _____ N/A

Additional Budget: \$ _____ N/A

Funding Source: _____ N/A

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: _____ N/A Focus: _____ N/A

Action: _____ N/A

Strategic Plan: _____ N/A

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

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support *M.B.*
Kent Kern, Superintendent of Schools *KK*

Learning Status Update

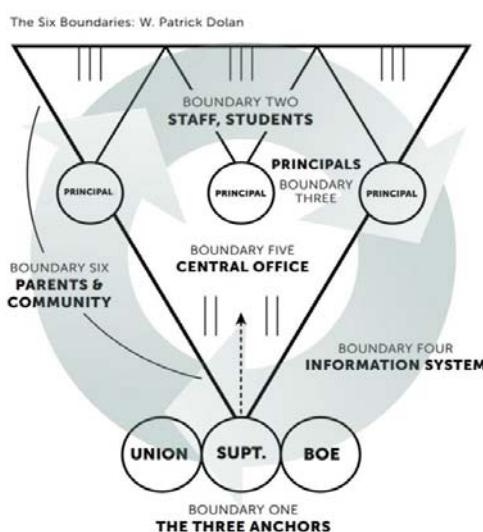
*Division of Teaching and Learning
Mid-Year Update*

San Juan Unified School District
Board of Education
February 9, 2021



1

Through a Continuous Improvement Process...



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



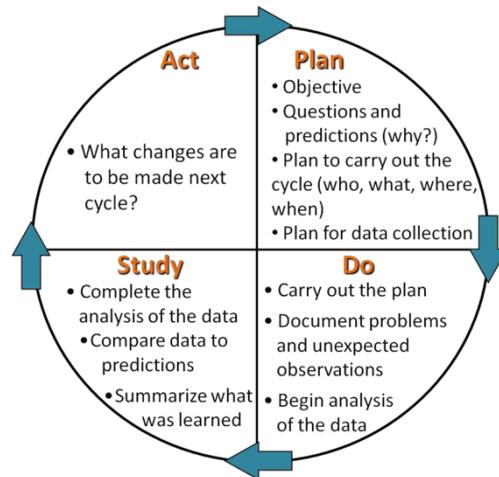
2

Anchored in Disciplined Cycle of Inquiry

Engage in rapid cycles of: Plan, Do, Study, Act (PDSA) to:

- Learn fast
- Test fast
- Improve quickly

That failures may occur is not the problem; that we fail to learn from them is.



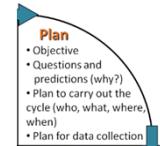
3

Planning Through Workgroups

Learning loss

Safety nets

Parent support



Stakeholder engagement

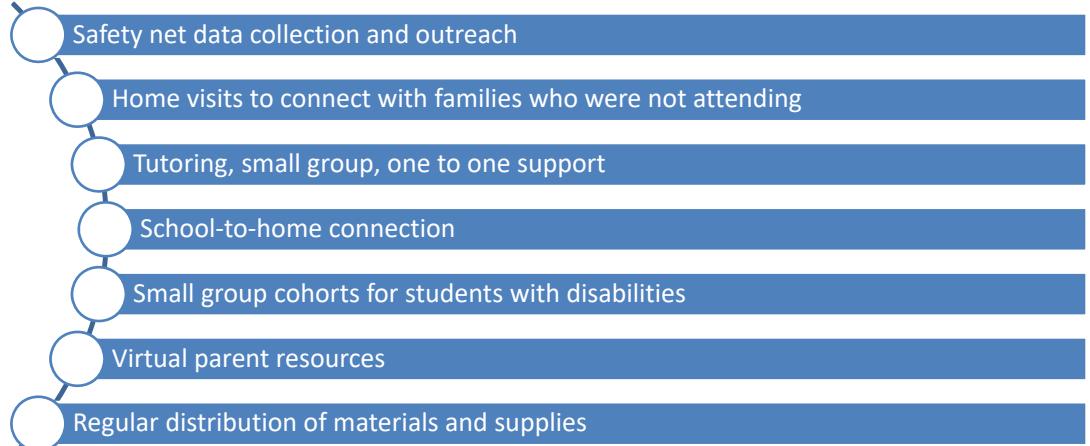
Teacher/staff support

Professional development



4

Initial Actions

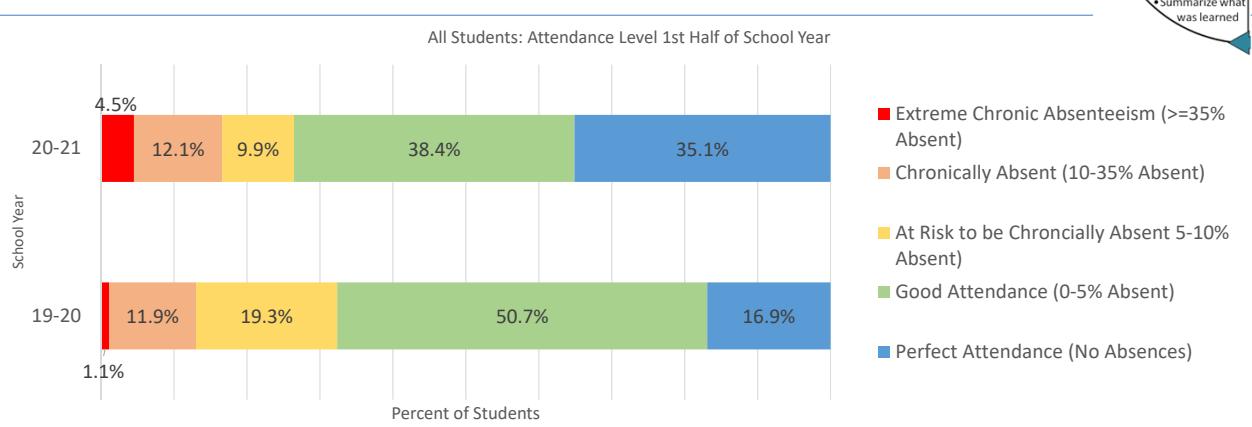


Do

- Carry out the plan
- Document problems and unexpected observations
- Begin analysis of the data



Attendance Data Comparison



Study

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned

Findings:

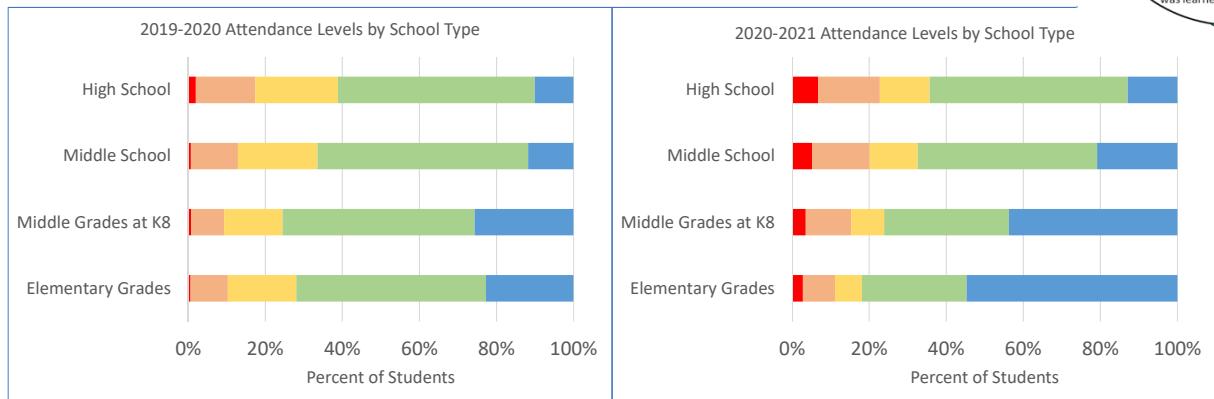
- 4.6% more students chronically absent (red and orange) compared to last year
- 5.9% more students with good/perfect attendance compared to last year

Daily attendance for elementary and K-8 schools and period attendance for middle and high schools

Attendance Data Comparison – School Type

Study

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned



Findings:

- Middle grades at K-8 (+6.1%), Middle School (+7.4%) and High School (+5.4%) have more students who are chronically absent (red and orange) compared to last year
- Elementary grades have 10% more students with good/perfect attendance compared to last year

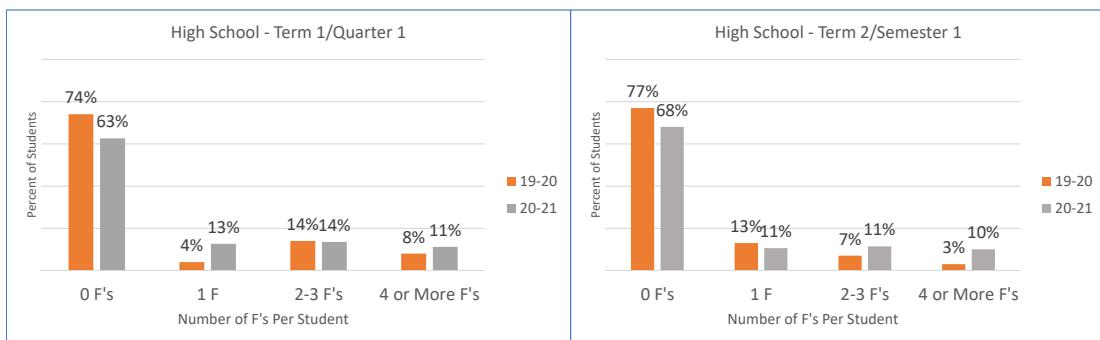
Daily attendance for elementary and K-8 schools and period attendance for middle and high schools

7

Grade Data Comparison – High School

Study

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned



Findings: Term 2/Semester 1

- There are 9% fewer students with no F's and 7% more students with 4 or more F's compared to last year
- For English learner students, there are 19% fewer students with no F's and 21% more students with 4 or more F's compared to last year

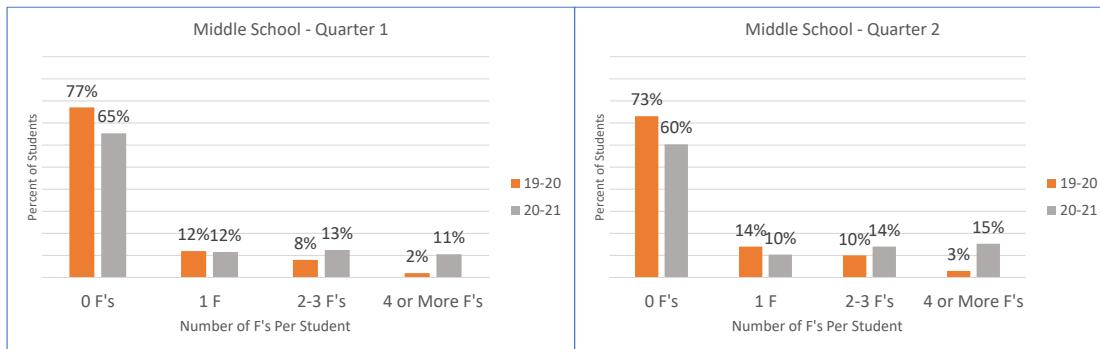
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Grade Data Comparison – Middle School

Study

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned



Findings: Quarter 2

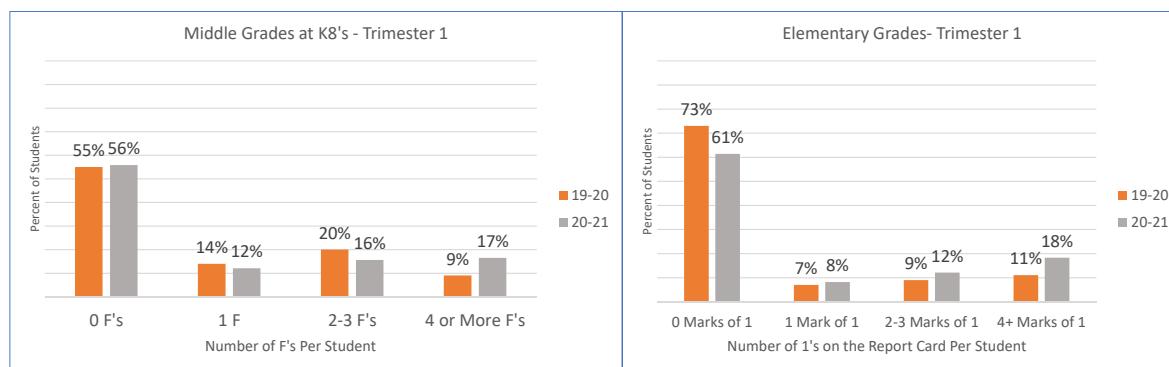
- There are 13% fewer students with no F's and 12% more students with 4 or more F's compared to last year
- For English learner students, there are 19% fewer students with no F's and 21% more students with 4 or more F's compared to last year

9

Grade Data Comparison – Elementary and K-8

Study

- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned



Findings: Trimester 1

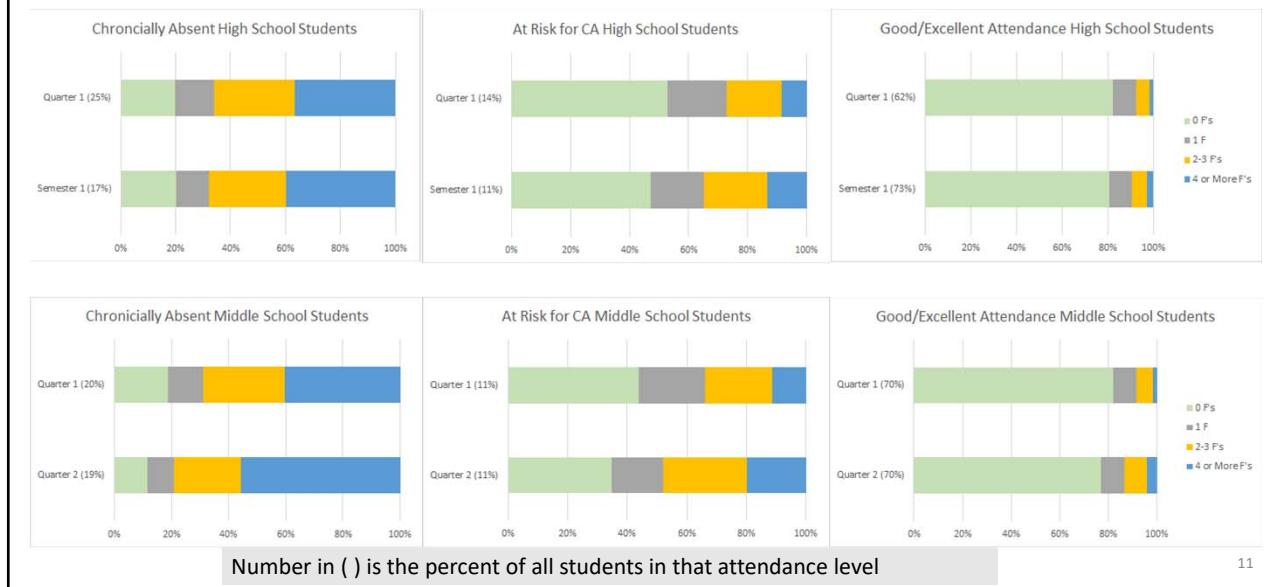
- Both middle grades at K-8 and elementary grades had a 7-8% increase in the percent of students with 4 or more F/1's. Elementary grades also had a 12% decrease in the percent of students with no 1's
- Foster or homeless middle grade students at K-8 had a 23% decrease in students with no F and a 32% increase in students with 4 or more F's

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2020-2021: Grade and Attendance Connection

High School and Middle School

- Study**
- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned

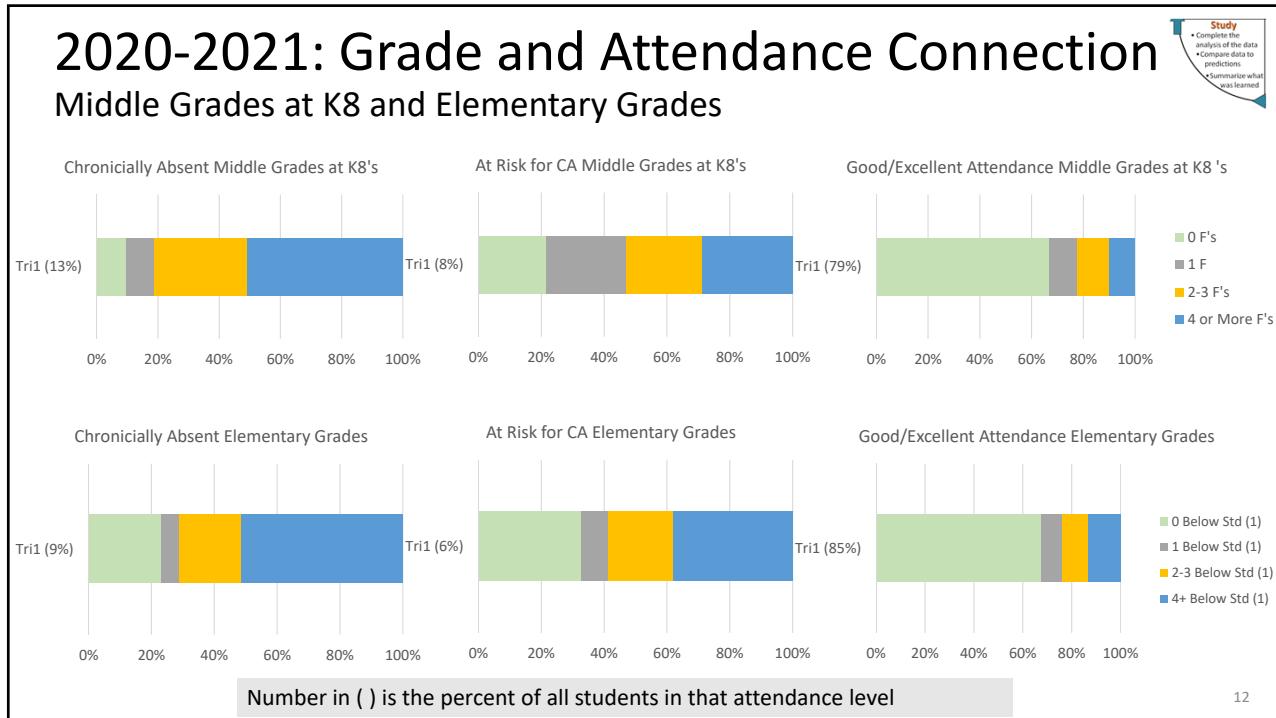


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2020-2021: Grade and Attendance Connection

Middle Grades at K8 and Elementary Grades

- Study**
- Complete the analysis of the data
- Compare data to predictions
- Summarize what was learned



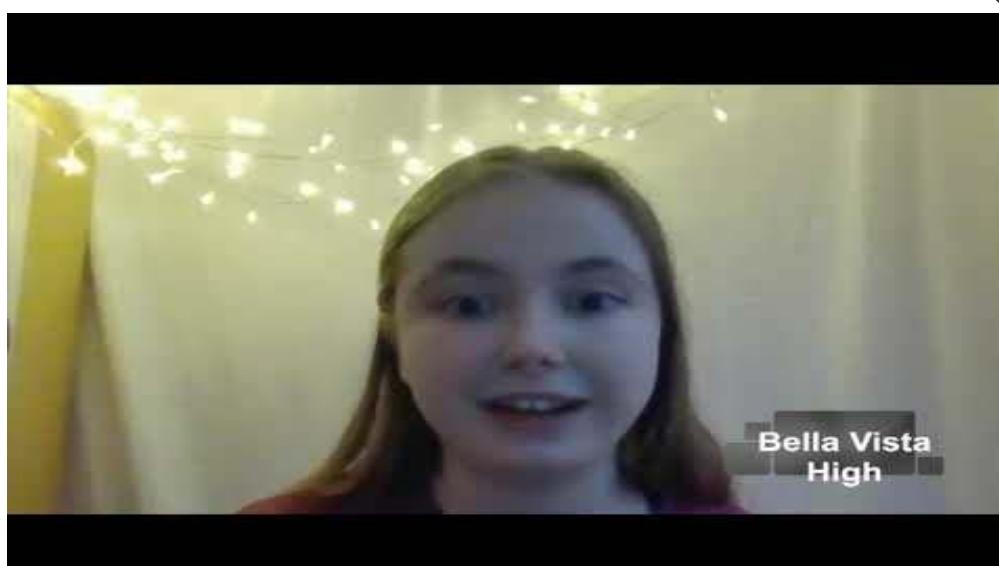
12

Grades and Attendance Connection Findings

- Students who are At Risk for Chronic Absenteeism:
 - Between 13%-39% percent of the students have 4 or more F/1's on the last report card (high school 13% and elementary grades 39%)
 - Percent of students with 4 or more F's increased from first quarter to semester 1 in high school (+4%) and middle school (+9%)
- Middle School:
 - Chronically Absent Students: 56% are receiving 4 or more F's on last report card compared to 51% for middle grades at K8 and elementary grades and 40% for high school
- English Learners:
 - For all attendance levels and all school types, between 4-26% more students are receiving 4 or more F/1's



Voice From Students



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The logo for the San Juan Unified School District. It features a circular emblem with a landscape scene, surrounded by the words "EDUCATE INSPIRE SUCCEED CONTINUE". Below the emblem, it says "San Juan Unified School District".

Voice From Parents

Superintendent's Parent Advisory Committee (SPAC)

Themes from the Superintendent's Parent Advisory Committee (SPAC)

1. Describe what school staff, programs, and resources have helped your child learn best so far this school year. What else does your child need to learn better?
2. What are some things that have made your child feel connected to school and their classmates during distance learning? What would help your child feel more connected, safe, and supported at school as we transition to in-person learning?
3. As we prepare a summer program that includes both in-person and distance learning experiences, what might be some examples of programs and services that your child would a) benefit from and b) want to engage in to extend learning beyond the school year?

Regular opportunities for materials pickup supports learning at home and strengthens connection to school.

Relationships matter. Students thrive when they have staff who take time to have a relationship with them. Consider ways to maintain staff and student connections as we transition to in-person learning.

Summer camp instead of summer school.

Course offerings driven by student need and interest and allow for student choice.

Technology tools have been helpful and there is a desire to continue their availability as we shift to hybrid in-person learning and beyond.

Social connections matter. Students need and desire venues to connect socially with each other either virtually or in person.

Fun and engaging enrichment opportunities in addition to credit recovery/intervention.

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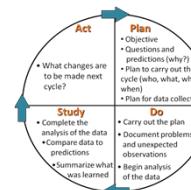


A Closer Look at High School

Lessons learned from Fall 2020

From the initial fall implementation, the division learned:

- Student **attendance** and **engagement** is a struggle
- Students are not attending **additional supports** provided by practitioners
- Student **motivation** is lower than normal and challenging to improve
- Students are **not completing assigned work** at normal rates; grades/credits have been impacted
- **Social emotional challenges** as a result of the lack of social interaction with adults and peers



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A Closer Look at High School

Questions we asked

- How can we uncover what motivates our students during distance learning?
- What are the primary reasons that can explain why students are not motivated?
- What role does the practitioner and type of assigned work play in student motivation?
- What barriers exist for our students when it comes to completing assigned work?
- What barriers exist that are preventing students from taking advantage of additional supports?
- What can the adults in the system do to engage students and improve their academics?



A Closer Look at High School

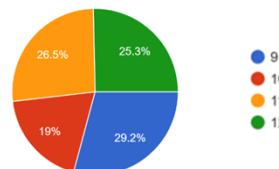
Empathy we gathered

All nine comprehensive high schools provided a short survey to a small group of students that included students with disabilities, English Language Learners (ELL), and general education students. The survey focused on three identified areas for growth:

1. Academic support services
2. Student motivation
3. Work completion

Student interviews - each site also interviewed and videoed a small group of student responses related to the themes identified.

Grade Level Distribution



Total Number of students Surveyed:
1148

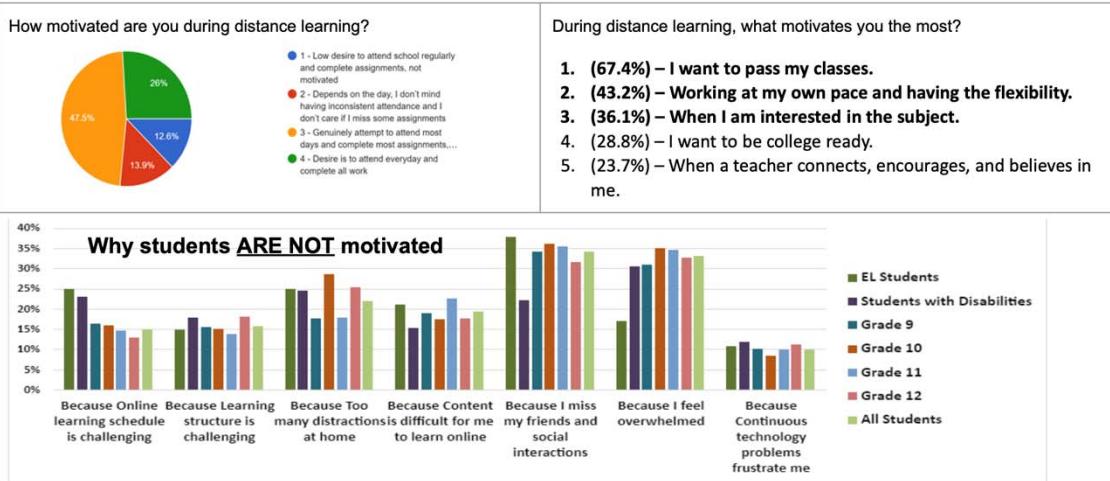
Students with Disabilities: 118

English Language Learners: 148



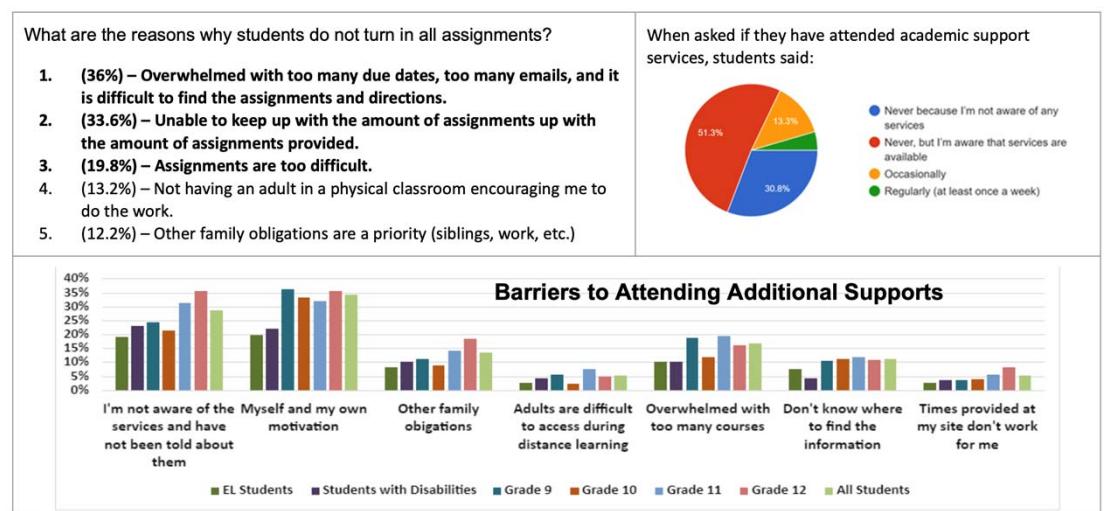
A Closer Look at High School

What we heard and learned



A Closer Look at High School

What we heard and learned



A Closer Look at High School

How we adjusted

Strengthen Communication/Relationships	Student Motivation
School sites will continue to refine communication strategies and strategically target our students and families to yield better results. <ul style="list-style-type: none"> Continue to strengthen our communication with targeted students and families Customize communication to be culturally relevant Build our own capacity to better understand our students' struggles and helping them navigate through them 	The data supports that students have low motivation and as a result they are experiencing different levels of struggle. Sites will collaborate with all stakeholders to increase student motivation. <ul style="list-style-type: none"> Create opportunities for students to be socially engaged with each other inside and outside the virtual classroom Build practitioner capacity to develop instructional strategies and assignments that foster student motivation Teach students skills that are practical and address their reasons for having low motivation (sense of being overwhelmed, online learning format, how to monitor distractions, etc.)
Work Completion	Academic Support Services
<ul style="list-style-type: none"> Support practitioner implementation of the essential standards to reduce the amount of curriculum, while maintaining the integrity of the course Continue exploring flexible learning opportunities for students Develop ways to reduce students' feeling of being overwhelmed with number of assignments and the number of due dates 	It is clear sites are providing a variety of services and it is evident most students are aware services are available. However, we must strengthen our process to ensure students attend and receive regular support. <ul style="list-style-type: none"> Develop effective use of time on Wednesdays Develop student incentives (intrinsic or extrinsic) to improve attendance Improve communication and advertisement of academic support services to students and families



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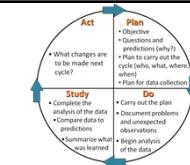
A Closer Look at Middle School

Lessons learned from Fall 2020

The middle school division took an 'everyone is a detective' approach.

We connected with every family to welcome them back and identify known barriers to success and concerns. From the initial fall implementation, the division learned:

- We made some **assumptions** about the barriers and challenges for students and families navigating distance learning
- We need to **personalize our response** to students and their identified barriers



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San Juan
Unified School District

A Closer Look at Middle School

Questions we asked

- Which specific student(s) are struggling, and which specific student(s) missed school today?
 - Why?
 - Who can be deployed to help today?
 - What can we do to address this going forward?
- Themes emerged:
 - Motivation challenges
 - Feeling of isolation
 - Sense of loss related to their existing relationships
 - The importance of fun

We discovered we needed to ask **additional questions** of our students to better identify what they needed to be successful.

- Lived experiences ('their story')
- Barriers and successes
- Connectedness to school/classmates
- Supports/services

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A Closer Look at Middle School

What we heard and learned

Relationships Matter	Isolation is Tough
<ul style="list-style-type: none">• Teacher to student; student to student; student to school.• Phone calls and emails are not always effective.• "Everyone is trying to build relationships via Zoom. It is hard."• "My teachers are trying so hard, and I appreciate it."	<ul style="list-style-type: none">• Our students thrive on being connected to site, teachers and classmates.• "My COVID bubble (people I'm allowed to physically be with) is too tight."
Staying Motivated is Hard	We Need to Keep it Fun
<ul style="list-style-type: none">• Pervasive feeling of grades do not matter (for promotion to high school).• Frustration threshold was low, and students were quick to quit.• "I will be able to pass my classes when school opens (or when I'm in high school)."	<ul style="list-style-type: none">• Students acknowledged efforts/changes in teacher pedagogy and practices, but the joy was missing.• "I miss all the cool stuff at school."

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A Closer Look at Middle School

How we adjusted

Relationships Matter	Isolation is Tough
<ul style="list-style-type: none"> Starting off classes with check-in's Class 'lunches' and one on one tutoring Individual breakout rooms for teacher and student conferencing Expand communication modes to include texting and social media Increase social emotional learning focus on Wednesdays 	<ul style="list-style-type: none"> Created student hangout rooms based on interest, social 'events' planned, grade level lunches sponsored by school counselors Started game Zoms (e.g., Bingo) on Wednesday after class Zoms Care Solace referrals and social skills groups Virtual calming rooms
Staying Motivated is Hard	We Need to Keep it Fun
<ul style="list-style-type: none"> Revision to course pacing and grading practices Flexible due dates Personalized supports (academic and social emotional) Personalized technology troubleshooting (Tech, WIFI, login) 	<ul style="list-style-type: none"> Increased positive incentives for students <ul style="list-style-type: none"> Bumper stickers, doorstep deliveries, staff video messages to students Additional virtual events: <ul style="list-style-type: none"> Dances, rallies, spirit weeks, assemblies, game nights, lunch bunch, school clubs, team workouts, positive behavior drawings

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A Closer Look at Elementary

Lessons learned from Fall 2020

The elementary division took an 'all hands-on deck' approach connecting with a majority of families at the onset of the school year. From the initial fall implementation, the division learned:

- Students struggled with **attendance**
- Students struggled to make **meaningful connections** with peers
- Inconsistency in **technology** reliability and end-user training created barriers to access
- Students struggled to **complete assignments**, causing some to fall behind



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A Closer Look at Elementary

Questions we asked

- What are the barriers to students' consistent attendance? Where are we seeing gaps in attendance? What is sitting underneath attendance, is it a symptom of something else?
- How can we support students in making connections with their peers? What kinds of activities would students want to participate in? How can we encourage activities that will foster meaningful connections?
- What are the continuing barriers with technology?
- How can we better support students in completion of assignments? What is preventing completion?



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A Closer Look at Elementary

What we heard and learned

Attendance Inconsistencies	Making Connections
<ul style="list-style-type: none">• Missing connections with peers• Distractions in the learning environment• Inconsistent adult availability to support young learners• English Language (EL) Learners attending only English Language Development (ELD) classes or preferred classes	<ul style="list-style-type: none">• Missing personal connections<ul style="list-style-type: none">• Zoom is not the same as playing in person with a friend• Want more one-to-one time with teacher or peer• Students want time to 'hang out' with friends outside of the classroom Zoom• Material pickup is something to look forward to
Technology	Assignment Completion
<ul style="list-style-type: none">• Inconsistent adult availability to support young learners with technology issues• Inconsistent or lagging WIFI disrupts understanding• Parents and guardians of EL students struggle with technology support in home language	<ul style="list-style-type: none">• Students choosing between synchronous or asynchronous work completion• Unable to complete all assignments in a day; too much work• Sometime social emotional needs became a priority over assignment completion

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A Closer Look at Elementary

How we adjusted

Attendance Inconsistencies	Making Connections
<ul style="list-style-type: none">Build incentives for attendance that leverage meaningful connections with peersContinue implementation of strategies to reduce distractions and improve engagementIncrease parent education, communication and ideas for supporting young learners at homeEngage bilingual instructional assistants (BIAs) and ELD teachers to encourage and support student attendance in all classroom Zooms	<ul style="list-style-type: none">Schedule additional class meetings, small groups, and one-on-one Zoom meetingsFacilitate more virtual<ul style="list-style-type: none">Class recessesLunches or game timeParent meetingsEnhance and leverage materials distribution opportunitiesSchool-wide relationship building Zoom events
Technology	Assignment Completion
<ul style="list-style-type: none">Staff on campus serving as technology liaisons to students and families both virtually and on campusProvide additional time for reteach for lessons missed due to technology issues; record lessons	<ul style="list-style-type: none">Additional opportunities for student support including tutoring, small group intervention and one-on-one supportMultidisciplinary approach focusing on academic and social emotional needsAllow for flexibility in assignment due dates knowing that students are struggling



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Listening and Learning in Action

West End Support and Technology (W.E.S.T.)

Presented by Jamal Hicks, Vice Principal, Thomas Edison K-8 Language Institute

How W.E.S.T. started:

- \$50,000 grant focused on closing gaps for underserved students in Distance Learning, with a focus on technology
- Initial team decided to gather empathy from parents to ensure a true need was being identified
- Collaboration and teamwork
- Opportunities for growth



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Purpose of W.E.S.T.

To mitigate learning loss by supporting families academically and technologically with equipment, trainings, and tools to excel in Distance Learning and beyond.



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W.E.S.T. Project Outcomes

- Mitigate learning loss by making technology supports and equipment accessible to all
- Remove barriers (i.e., transportation, language, literacy)
- Build a sense of community and pride for the West End of SJUSD
- Build capacity and teach technology skills to:
 - High school students from the West End
 - Families so they can support their students academically



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Schools with Focused W.E.S.T. Services

Walk-in, Mobile, Hub Support and By Appointment

- Cottage Elementary
- Del Paso Manor Elementary
- Dyer-Kelly Elementary
- Greer Elementary
- Howe Avenue Elementary
- Sierra Oaks K-8
- Starr King K-8
- Thomas Edison K-8*
- Whitney Avenue Elementary

*initial location for walk-in support



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Additional Schools Receiving Support

Walk-in, Mobile and By Appointment

- Arcade Middle School
- Arden Middle School
- Encina Middle School
- Encina Preparatory High
- El Camino Fundamental High
- Mira Loma High
- Winston Churchill Middle



How do we plan to do this?



WALK-IN SUPPORT LAB
LOCATED AT THOMAS
EDISON K-8 LANGUAGE
INSTITUTE



PHONE SUPPORT FOR
QUESTIONS/CONCERNs
ABOUT DISTANCE LEARNING



MOBILE UNIT THAT WILL
MAKE SCHEDULED STOPS
THROUGHOUT THE
COMMUNITY



WEB-BASED DISTANCE
LEARNING HUB



MOBILE APP (IN
DEVELOPMENT)

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Meet the Staff of W.E.S.T.

- W.E.S.T. Director
 - Jamal Hicks
 - Clarissa Alva (Coordinator)
- Support staff
 - Family and Community Engagement (FACE) employees
- Student staff members
 - Farsi/Dari - Zahra Malikzada, Mira Loma
 - Spanish - Heidy Aguirre Roman, Encina
 - Spanish - Ailsa Perrou, Mira Loma
 - Arabic - Maria Saleh, Encina
 - Russian - Aibiike Kozobekova, Mira Loma
 - English - Ezra Lee, Encina



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W.E.S.T. Project Components

Walk-in/Phone Hub

- Open Tuesday through Thursday from 9:00-5:00
- Staffed by: W.E.S.T Director
 - FACE employees
 - Available Thomas Edison employees
 - Bilingual high school volunteers from T/Th 3-5:00p.m., Wed. 12-5:00p.m.
 - School community worker

Mobile Unit

- Tuesday through Thursday from 11:00-1:00
- Staffed by:
 - W.E.S.T. Director
 - School community worker
 - Bilingual high school volunteers during evenings and weekends

Mobile App

- In development

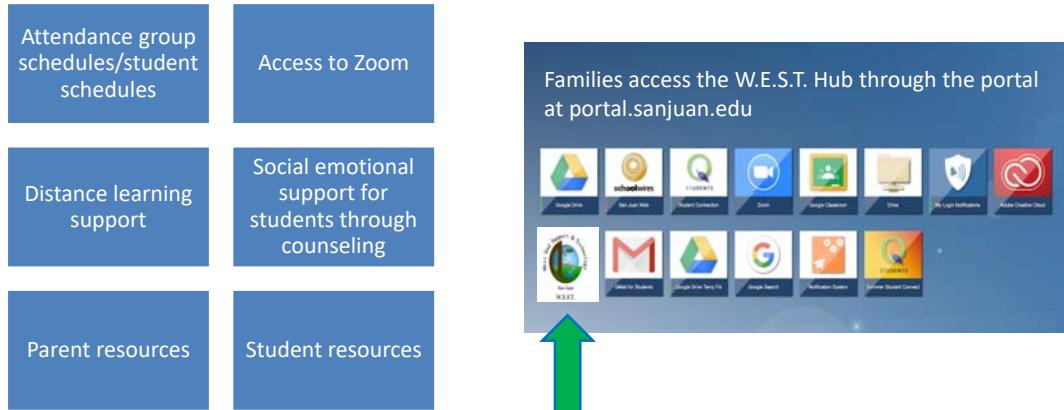


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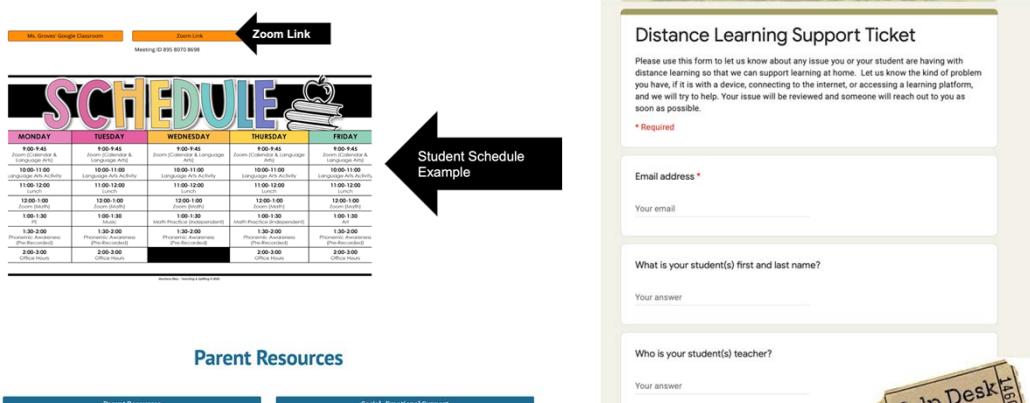


W.E.S.T. Project Components

Web-based Distance Learning Hub



A look inside the W.E.S.T. Hub



Start-up Budget of \$50,000

San Juan W.E.S.T. Budget, February 1-June 30, 2021		
Category	Total Cost	Notes
Branding	4500	shirts, advertisements, giveaways
Furniture	4500	hub and mobile unit
Printing	500	advertisements/brochures/resource handouts
Signage	2000	Edison building, parking, vehicle magnets, banner
Staffing-SAAD	8000	FACE Employee (15 hours each week)
Staffing-High School	7000	5 students @ 5 hours/week
Technology	13000	4 desktops, iPad, 6 laptops, television
Technology	2500	3 colored printers/ink, generator
Technology	600	6 laptop bags, earphones, accessories, etc.
Office Supplies	400	pens, paper, envelopes, etc.
Translation Services	3000	flyers, videos, website, etc. (100 hours)
Mobile Unit	4000	gas, insurance, etc.

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Measuring Impact



Support ticket usage



Number served



Track and analyze

Specific needs
Services provided

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Opportunities for Further Collaboration

Resource sharing across sites

Technology Services

Communications

FACE

Office of Student Learning Assistance

Community partners
• 100 Black Men
• Black Child Legacy Campaign

Multi-Tiered System of Supports

Nutrition Services



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100 Black Men of Sacramento

- Mentoring is the cornerstone of what we do at the 100.
- A holistic mentoring program that addresses the social, emotional and cultural needs of children 8-18.
- The program focuses on building the essential skills needed to become productive, contributing citizens.
- The 100 considers economic empowerment as a necessary step toward creating a just society.
- The 100's health and wellness goals are to raise awareness, provide access to health care and health information that will ultimately promote behavior change resulting in a healthier lifestyle.



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Workshops and Yearly Program Includes

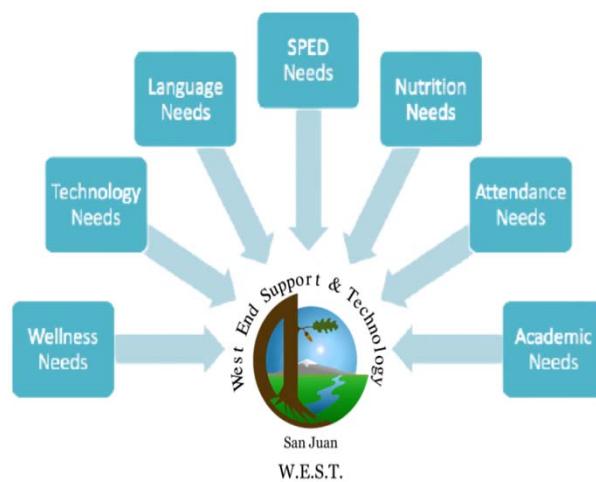
- The 100 Youth Conference
- Youth Scholarship Luncheon
- The 100 Black Men Golf Tournament
- The 100 Black Men Christmas Gala
- Youth and the Law Forum
- Real Men Read



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Starting Small to Grow Big

Exponential Possibilities



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Grades: Percent of Students Receiving Total Number of F's/1's

Term 1/Quarter 1 2019-2020					Term 2/Semester 1 2019-2020					Term 1/Quarter 1 2020-2021					Term 2/Semester 1 2020-2021					
High School Groups	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's
English Learners	939	49%	23%	23%	6%	911	58%	20%	17%	5%	1085	31%	14%	23%	33%	1100	39%	14%	22%	26%
Low SES	5606	65%	18%	13%	4%	5463	68%	17%	10%	4%	4821	48%	15%	18%	20%	5054	54%	13%	17%	17%
Students with Disabilities	1245	67%	17%	12%	4%	1234	69%	17%	10%	4%	1350	51%	15%	19%	15%	1409	62%	12%	15%	11%
Foster/Homeless	623	53%	21%	18%	8%	581	56%	20%	16%	8%	619	34%	15%	21%	30%	669	42%	14%	21%	23%
Quarter 1 2019-2020					Quarter 2 2019-2020					Quarter 1 2020-2021					Quarter 2 2020-2021					
Middle School	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's
English Learners	748	59%	22%	17%	3%	722	55%	22%	17%	5%	601	38%	17%	20%	25%	412	35%	15%	21%	29%
Low SES	3703	68%	16%	12%	3%	3608	62%	17%	15%	5%	2593	49%	15%	18%	18%	2290	44%	12%	20%	25%
Students with Disabilities	888	65%	19%	12%	4%	875	62%	17%	16%	5%	735	55%	16%	17%	12%	708	51%	14%	17%	18%
Foster/Homeless	402	57%	20%	15%	9%	383	50%	17%	21%	11%	270	35%	11%	23%	30%	247	32%	10%	19%	38%
Trimester 1 2019-2020					Trimester 1 2020-2021					Trimester 1 2020-2021					Trimester 1 2020-2021					
Middle Grades at K-8	Number of Students	0 F's	1 F's	2-3 F's	4+ F's	Number of Students	0 F's	1 F's	2-3 F's	4+ F's										
English Learners	275	51%	20%	22%	8%	307	33%	15%	25%	28%										
Low SES	1047	63%	17%	15%	5%	876	44%	13%	20%	23%										
Students with Disabilities	158	63%	16%	15%	6%	169	51%	17%	17%	15%										
Foster/Homeless	106	49%	24%	18%	9%	91	26%	11%	22%	41%										
Trimester 1 2019-2020					Trimester 1 2020-2021					Trimester 1 2020-2021					Trimester 1 2020-2021					
Elementary Grades	Number of Students	0 Marks of 1	1 Mark of 1	2-3 Marks of 1	4+ Marks of 1	Number of Students	0 Marks	1 Mark of 1	2-3 Marks of 1	4+ Marks of 1										
English Learners	4112	50%	8%	12%	30%	4066	39%	9%	17%	35%										
Low SES	10905	68%	8%	10%	14%	10130	49%	9%	16%	27%										
Students with Disabilities	2068	72%	7%	9%	12%	2112	57%	9%	20%	14%										
Foster/Homeless	1096	52%	8%	12%	27%	906	37%	8%	19%	36%										

Attendance: Percent of Students by School Type

English Learner	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect	English Learner	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect
Students 2019-2020	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)	Students 2020-2021	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)
Elementary	4112	0.5%	8.8%	16.2%	49.8%	24.8%	Elementary	4443	1.8%	8.5%	9.2%	33.2%	47.4%
Middle Grades at K-8	282	0.4%	6.4%	12.8%	53.9%	26.6%	Middle Grades at K-8	329	4.0%	16.4%	8.5%	33.7%	37.4%
Middle School	591	0.5%	10.3%	18.6%	57.5%	13.0%	Middle School	640	7.0%	25.8%	18.1%	40.5%	8.6%
High School	1223	1.8%	15.5%	21.5%	52.9%	8.3%	High School	1369	10.2%	25.3%	15.0%	39.3%	10.2%
All EL Students	6208	0.7%	10.1%	17.3%	51.3%	20.5%	All EL Students	6781	4.1%	13.9%	11.1%	35.1%	35.7%

LOW SES Students	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect	Low SES Students	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect
2019-2020	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)	2020-2021	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)
Elementary	11646	0.9%	13.0%	20.0%	46.7%	19.5%	Elementary	11006	4.2%	12.0%	9.2%	30.3%	44.4%
Middle Grades at K-8	1082	1.0%	10.4%	16.4%	48.3%	23.8%	Middle Grades at K-8	1003	5.7%	16.0%	10.2%	33.4%	34.8%
Middle School	3343	1.1%	17.3%	22.9%	49.3%	9.4%	Middle School	2798	9.0%	22.4%	16.4%	41.1%	11.0%
High School	6604	2.8%	20.6%	22.2%	46.4%	8.1%	High School	5941	10.7%	22.7%	14.2%	42.5%	9.8%
All EL Students	22675	1.5%	15.7%	20.9%	47.1%	14.9%	All EL Students	20748	6.8%	16.7%	11.6%	35.4%	29.5%

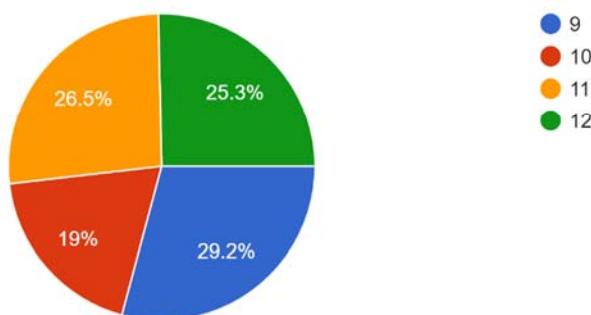
Students w/ Disabilities 2019-2020	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect	Students w/ Disabilities 2020-2021	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect
Students 2019-2020	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)	Students 2020-2021	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)
Elementary	2322	1.2%	14.9%	20.0%	48.0%	16.0%	Elementary	2294	4.7%	12.9%	8.6%	28.4%	45.3%
Middle Grades at K-8	160	0.6%	11.9%	20.0%	45.0%	22.5%	Middle Grades at K-8	215	4.2%	13.5%	8.4%	33.0%	40.9%
Middle School	831	2.0%	21.5%	25.6%	44.4%	6.4%	Middle School	831	10.3%	25.5%	14.7%	37.4%	12.0%
High School	1569	4.1%	22.6%	24.5%	41.6%	7.2%	High School	1700	15.9%	22.4%	14.4%	36.1%	11.2%
All EL Students	4882	2.3%	18.4%	22.4%	45.2%	11.8%	All EL Students	5040	9.4%	18.2%	11.6%	32.7%	28.2%

Foster/Homeless	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect	Foster/Homeless	Number of	Extreme CA	Chronically Abs	At Risk	Good	Perfect
Students 2019-2020	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)	Students 2020-2021	Students	(>=35% Absent)	(10-35% Absent)	(5-10% Absent)	(0-5% Absent)	(No Absences)
Elementary	1096	1.8%	23.3%	23.6%	37.2%	14.1%	Elementary	955	11.2%	21.7%	12.3%	28.7%	26.2%
Middle Grades at K-8	116	0.9%	25.0%	27.6%	32.8%	13.8%	Middle Grades at K-8	107	9.3%	29.0%	14.0%	28.0%	19.6%
Middle School	363	1.9%	35.8%	23.4%	31.1%	7.7%	Middle School	299	21.4%	27.8%	15.7%	28.1%	7.0%
High School	855	8.0%	33.1%	23.6%	27.3%	8.1%	High School	839	23.2%	31.3%	13.7%	24.6%	7.2%
All EL Students	2430	4.0%	28.7%	23.8%	32.6%	11.0%	All EL Students	2200	17.1%	26.5%	13.4%	27.0%	16.0%

High School Student Survey Distance Learning

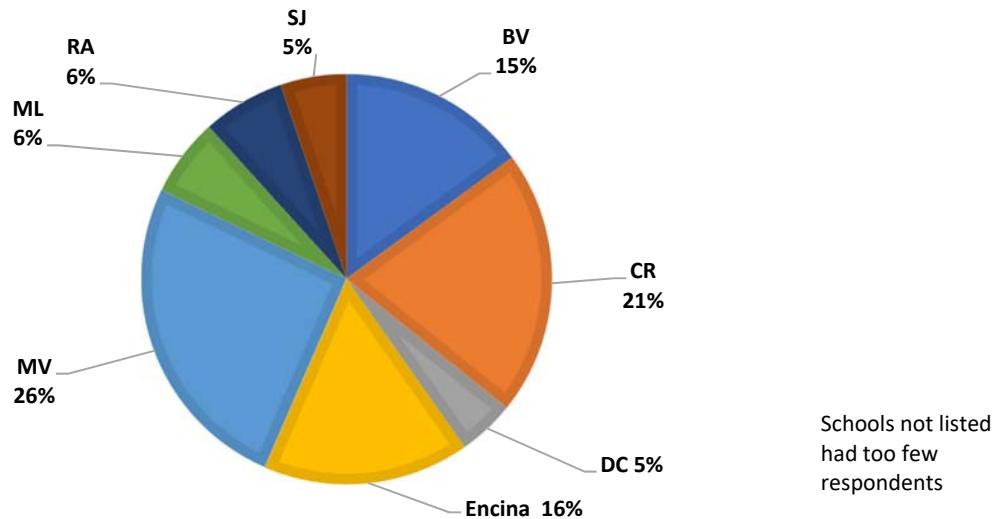
Grade Level

1,148 responses



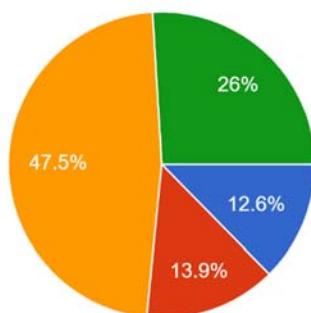
PARTICIPATING HIGH SCHOOLS

- █ Bella Vista (BV)
- █ Casa Roble (CR)
- █ Del Campo (DC)
- █ Encina
- █ Mesa Verde (MV)
- █ Mira Loma (ML)
- █ Rio Americano (RA)
- █ San Juan (SJ)



How motivated are you during distance learning?

1,148 responses



- 1 - Low desire to attend school regularly and complete assignments, not motivated
- 2 - Depends on the day, I don't mind having inconsistent attendance and I don't care if I miss some assignments
- 3 - Genuinely attempt to attend most days and complete most assignments,...
- 4 - Desire is to attend everyday and complete all work

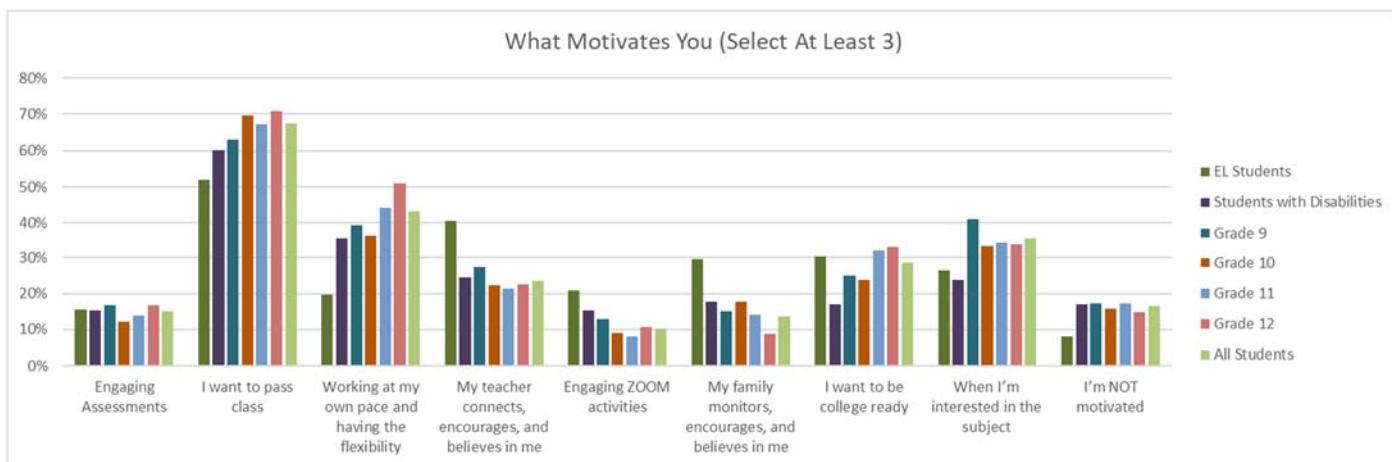
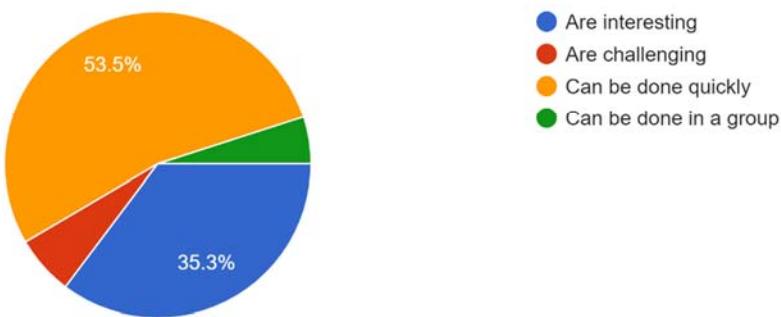
When it comes to a teachers ability to motivate me:

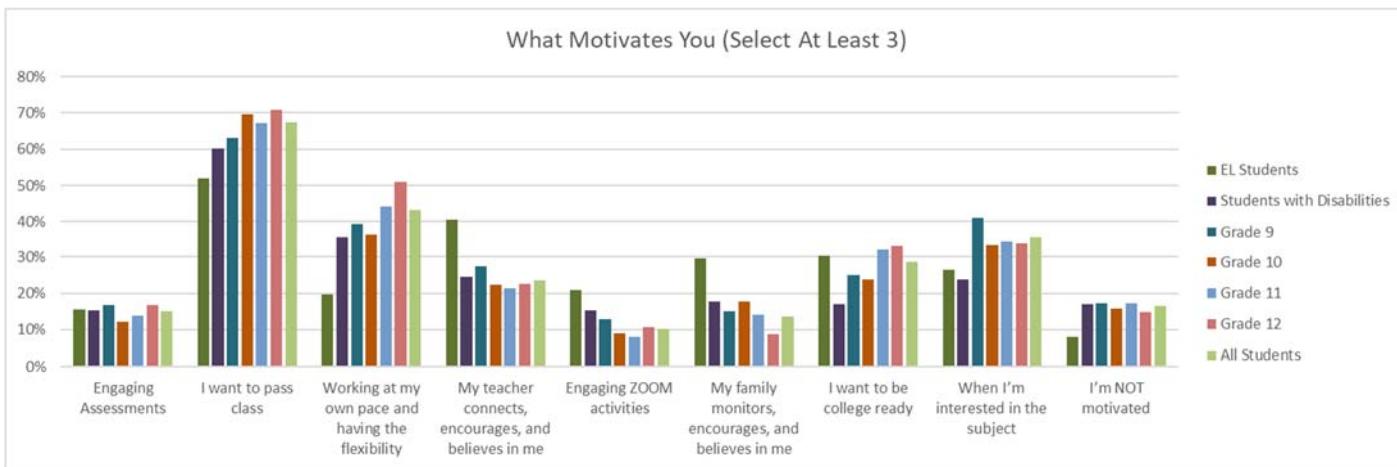
1,148 responses



I'm motivated to complete assignments when they:

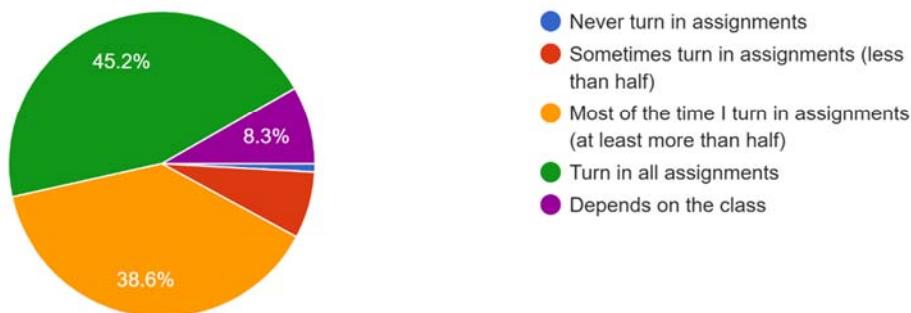
1,148 responses





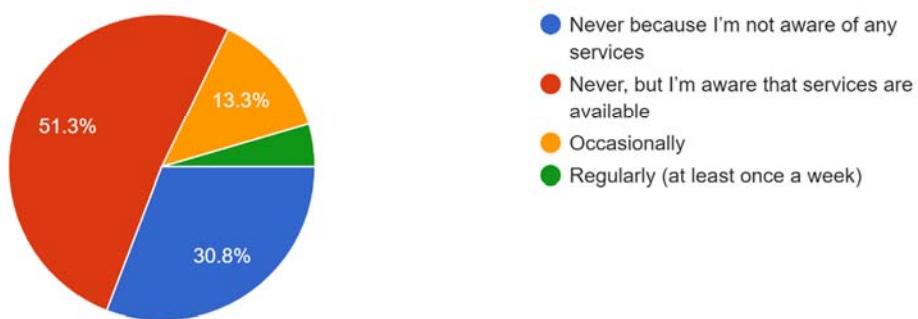
How often do you complete your assignments

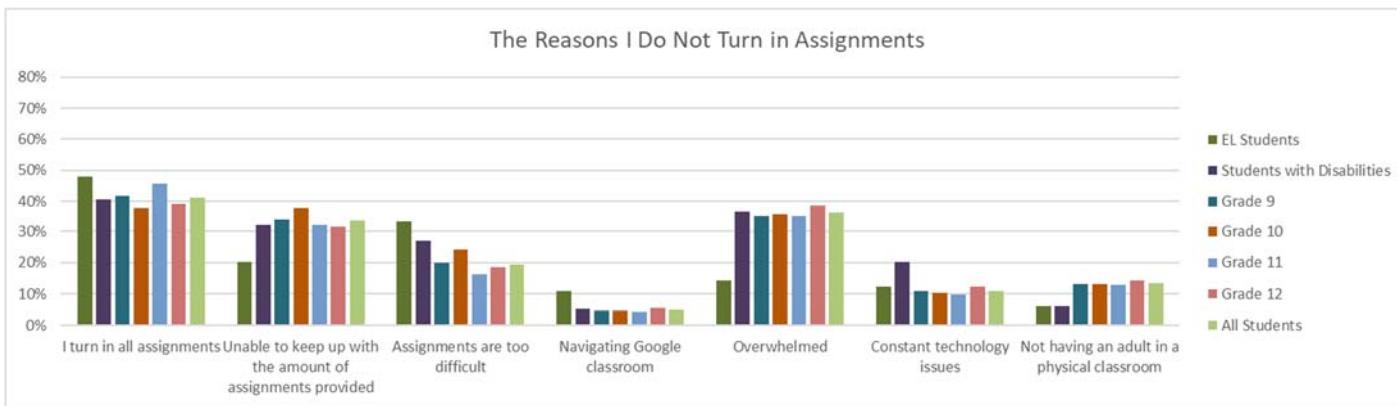
1,148 responses



I have attended academic support services at my school.

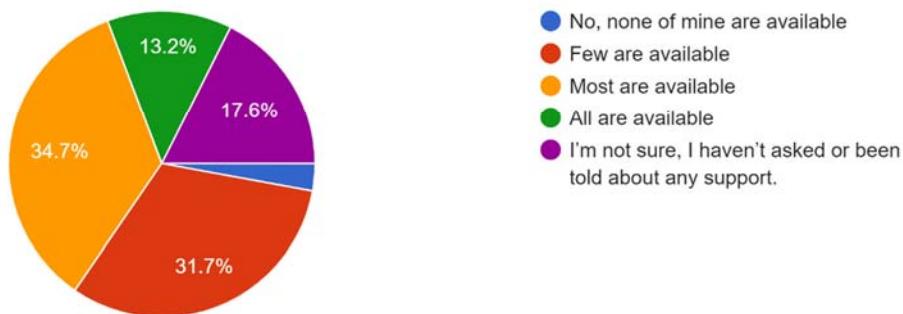
1,148 responses





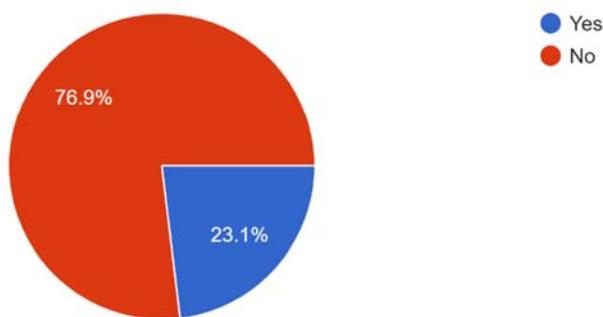
Are your teachers available to you outside of your scheduled class time:

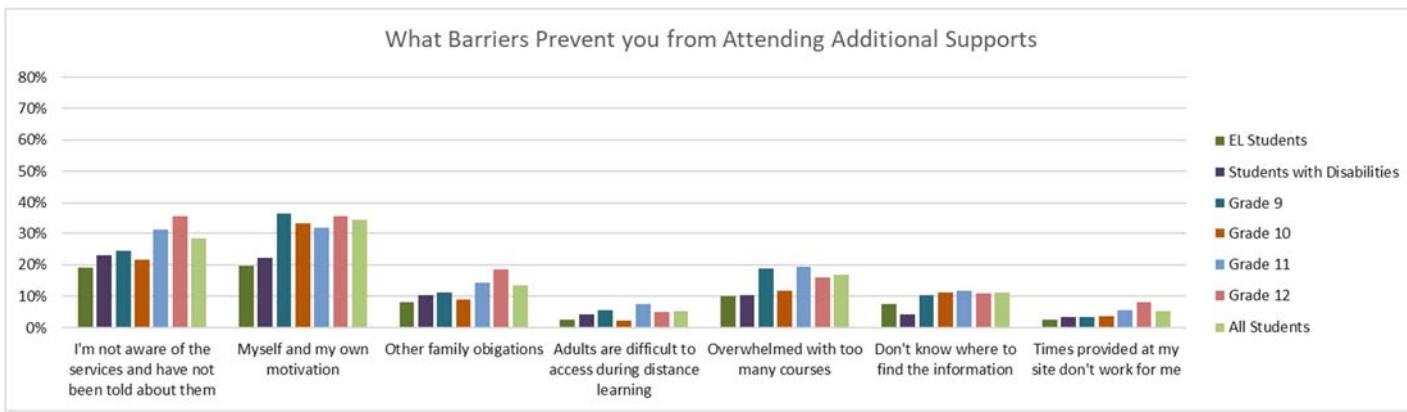
1,148 responses



I regularly attend academic support opportunities for classes that I am struggling in?

1,148 responses





**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-2

MEETING DATE: 02/09/2021

SUBJECT: PARS Supplementary Retirement Plan

CHECK ONE:

- | | |
|-------------------|-------------------------------------|
| For Discussion: | <input type="checkbox"/> |
| For Action: | <input checked="" type="checkbox"/> |
| Report: | <input type="checkbox"/> |
| Workshop: | <input type="checkbox"/> |
| Recognition: | <input type="checkbox"/> |
| Emergency Action: | <input type="checkbox"/> |

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 3022 approving the Public Agency Retirement Services (PARS) supplementary retirement plan and accept the resignation of two hundred and twenty-three (223) employees who enrolled into the plan.

RATIONALE/BACKGROUND:

The San Juan Unified School District has worked with Public Agency Retirement Services (PARS) to design a Supplementary Retirement Plan (SRP) for certificated, non-management, certificated management, classified non-management, classified management, and confidential employees, which was initially approved by the board on October 27, 2020. The SRP was designed as a retirement incentive program that encouraged eligible employees to retire early. The goal of the program was to generate savings, or at a minimum, create a no cost to the district by increasing the number of retirements in the 2020-21 school year.

The post-analysis performed by PARS projects that the district will save approximately \$778,700 savings over five (5) years assuming 86% replacement of the retiring positions. The savings includes the cost of funding the PARS program.

ATTACHMENT(S):

A: Resolution No. 3022

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/19/2020; 02/01/2021
Board of Education: 10/27/2020

FISCAL IMPACT:

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

LCAP/STRATEGIC PLAN:

Goal: N/A
Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Paul Oropallo, Assistant Superintendent, Human Resources *Pat*

APPROVED BY: Kent Kern, Superintendent of Schools *KK*

SAN JUAN UNIFIED SCHOOL DISTRICT

**PARS Supplementary Retirement Plan for
Certificated Non-Management, Certificated Management, Classified Non-Management,
Classified Management and Confidential Employees**

BOARD RESOLUTION No. 3022

WHEREAS it is determined to be in the best fiscal interest of the San Juan Unified School District and its employees to provide a retirement incentive offer to eligible employees who wish to voluntarily exercise their option to separate from district service by June 30, 2021;

WHEREAS there were limited options available to employees in lieu of this retirement incentive offer;

WHEREAS Public Agency Retirement Services (PARS) has made available to the district a supplementary retirement plan, a retirement incentive program supplementing STRS/PERS, and qualifying under the relevant sections of Section 403(b) of the Internal Revenue Code;

WHEREAS the district, pursuant to applicable policy and/or a collective bargaining agreement, desires to adopt the supplementary retirement plan and to fund the incentive through non-elective employer, post-employment contributions to the PARS designated 403(b) provider.

NOW THEREFORE, BE IT RESOLVED THAT:

1. The governing board hereby adopts the PARS supplementary retirement plan for certificated non-management, certificated management, classified non-management, classified management and confidential employees, as part of the district retirement program, effective February 09, 2021; and
2. The retirement incentive has met the district's fiscal and operational objectives in order for the plan to go into effect; and
3. The Board of Education hereby appoints the assistant superintendent of Human Resources, or his/her successor or his/her designee as the district's plan administrator; and
4. The district's PARS plan administrator is hereby authorized to execute the contracts, custodial agreement facilitating the payment of contributions to the 403(b) arrangement, and other legal documents related to a trust or the plan on behalf of the district and to take whatever additional actions are necessary to maintain the district's participation in the plan and to maintain compliance of any relevant regulations issued.

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF SACRAMENTO

The clerk and secretary of the Board of Education of the San Juan Unified School District of Sacramento County, California, hereby certifies that the above foregoing resolution was duly and regularly adopted by said district at a regular meeting thereof held on February 09, 2021, and passed by a _____ vote.

Zima Creason, Clerk

Kent Kern, Secretary

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

FEBRUARY 23

Recognition: Arts Education Month (March) – A	Townsend-Snider
Public Hearing: Gateway International Charter School Renewal Petition – A [Discussed 01/12/21]	Flagler
Public Hearing: California Montessori Project Charter School Renewal Petition – D	Flagler
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – D	Oropallo
Recommendation for Reducing/Discontinuing CCS & Criteria for Tie Break (Certificated ECE) – D	Oropallo
Notice of Intent to Reduce Classified Positions – D	Oropallo
2021 CSBA Delegate Assembly Election – A	Board
*Consolidated Application, Winter Report 2021 (Part II) – A	Calvin

MARCH 9

Recognition: National School Social Work Week (Mar. 7-13) – A	Calvin
Social Emotional Wellness – R	Calvin
Second Interim Budget Report – R	Stephens
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/23/21]	Oropallo
Resolution: Reducing/Eliminating CCS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/23/21]	Oropallo
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/23/21]	Oropallo
*Development of Separate Middle School at Encina – A	Shoemaker

MARCH 23

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

APRIL 13

Recognition: School Bus Driver's Appreciation Day (Apr. 27) – A	Oropallo
CCEIS Update – R	Calvin
Public Hearing: California Montessori Project Charter School Renewal Petition – A [Discussed 02/23/21]	Flagler
Williams Complaint Report – R	Simlick
Proposed Board Meeting Dates for 2021-2022 – A	Kern
*New Course Adoptions [Discussed 03/23/21] – A	Schnepf
*Audit Report for Measures J, N, P and S – A	Stephens

APRIL 27

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

MAY 11

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

MAY 25

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

JUNE 8

Public Hearing: LCAP – D

Schnepp

Public Hearing: LCAP/Choices Charter School – D

Flagler

Public Hearing: Adoption of the 2021-2022 Budget – D

Stephens

Temporary Interfund Borrowing of Cash – A

Stephens

*CIF Superintendent Designation of Representatives 2021-2022 – A

Messer

JUNE 22

LCAP [Public Hearing 06/08/21] – A

Schnepp

LCAP/Choices Charter School – A [Public Hearing 06/08/21]

Flagler

Adoption of the 2021-2022 Budget – A [Public Hearing 06/08/21]

Stephens

*Consolidated Application, Spring Report 2020-2021 – A

Calvin

*2020-2021 Actuarial Report (OPEB) – A

Oropallo

*Charter School 2019-2020 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A

Stephens