



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

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Public attendance is welcome and encouraged. Alternatively, you can view the board meeting on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's [YouTube channel](#) or by visiting <https://www.sanjuan.edu/boardmeeting> where the link will be posted approximately 15 minutes prior to the start of the meeting.

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

1. **In Person Public Comment.** Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.
2. **Online Submission of Public Comment.** Written public comment may be submitted using the public comment form located on the district website at <https://www.sanjuan.edu/boardmeeting>. Comments received by 6:00 p.m., on August 24, 2021, will be provided to the members of the board prior to the meeting. Comments received after 6:00 p.m., on August 24, 2021, may be read on the record during this meeting subject to time limits established in Board Bylaw 9323.

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.

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

Board of Education Agenda
August 24, 2021

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:30 p.m.

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

B. CLOSED SESSION – 5:30 p.m.

1. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Senior Director, Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units; and regarding non-represented groups: management and confidential units (Government Code section 54957.6).
2. Personnel matters (Government Code section 54957).
 - a. Superintendent's goals for 2021-2022.

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

D. APPROVAL OF THE MINUTES – August 10, 2021, regular meeting, pages 2369-2372.

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

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

F. VISITOR COMMENTS – 6:45 p.m.

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

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

Action: The administration recommends that the consent calendar, G-1 through G-7, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.
2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and zero dollar contract.
3. *Business/Financial Report – notices of completion, quarterly investment report and warrants and payroll.
4. Acceptance of the following gifts: (# = donor's estimate)
Camp Winthers: from Jack Espinal: \$300.
Family and Community Engagement: from About Kidz – for eight backpacks with school supplies: \$600(#); Kiwanis Club of Carmichael – for 96 backpacks with school supplies: \$1,440(#).
Thomas Kelly Elementary School: from Save Mart – for food for teacher workday: \$70.
5. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.
6. *Approval of proposed changes to Board Bylaw 9270 Conflict of Interest Code, its accompanying Exhibit 9270, and the sunset of Board Policy 2300 Conflict of Interest Code (Discussed: 08/10/2021).
7. *Approval to submit the 2021-2022 Consolidated Application for Funding to the California Department of Education and State Board of Education.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS**1. Building Upon Last Year's Learning / Chasing the Possibilities – 7:20 p.m.**

(Bassanelli)

Material provided.

Report: regarding the learning that occurred at the July 30 School Leadership Meeting.

2. 2021-2022 Start of School – 7:40 p.m.

(Bassanelli)

Material provided.

Report: regarding the opening of the 2021-2022 school year.

3. Revisions to Board Policy 6158 Independent Study – 8:00 p.m.

(Schnepp)

Material provided.

Discussion: regarding the proposed revisions to Board Policy 6158 Independent Study. Action anticipated: 09/14/2021.

4. Public Hearing: Temporary Interfund Borrowing of Cash – 8:05 p.m.

(Stahlheber)

Material provided.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and adopt Resolution No. 3073 to permit temporary interfund borrowing of cash.

J. BOARD REPORTS – 8:10 p.m.**K. FUTURE AGENDA – 8:20 p.m.**

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

L. VISITOR COMMENTS – 8:25 p.m.

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

B. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

M. ADJOURNMENT – 8:30 p.m.

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

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

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

NOTE: The times indicated are approximate.

Mission Statement

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



D
08/24/2021

San Juan
Unified School District

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

Board of Education Minutes
August 10, 2021

Regular Meeting
Board of Education
5:15 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)

The August 10 regular meeting was called to order by the vice president, Michael McKibbin. The board meeting was held in person and also livestreamed on the district's YouTube channel.

Roll Call

Present:
Paula Villescaz, president [*arrived at 6:25 p.m.*]
Michael McKibbin, Ed.D., vice president
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Visitor Comments: Closed Session (A-1)

There were no closed session visitor comments.

Closed Session (B)

The meeting was then recessed with the board convening in closed session to conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1) – two cases – Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475 and Name of Case: Carolina Flores, Neighborhood Elections Now, Petitioners, vs. San Juan Unified School District, Paula Villescaz, in her official capacity of Board President, Respondents, Verified Petition for Writ of Mandate Pursuant to the First Amendment, the California Constitution, California Public Records Act, and the Ralph M. Brown Act; and Complaint for Declaratory and Injunctive Relief, Sacramento Superior Court Case No. 34-2021-80003644-CU-WM-GDS; to discuss with negotiator Daniel Thigpen, Senior Director of Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units and regarding non-represented groups: management and confidential units (Government Code section 54957.6); and to discuss one personnel matter (Government Code section 54957) – superintendent's goals for 2021-2022.

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m. the meeting was called back to order by the president Paula Villescaz. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (in person or electronically) available to submit public comment for tonight's meeting.

Minutes Approved (D)

It was moved by Ms. Creason, seconded by Dr. McKibbin, that the minutes of the July 27 special meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Staff Reports (E-1)

Assistant Superintendent of Educational Services Debra Calvin, Ed.D., shared that the International Rescue Committee recently notified the district about an expected influx of refugees from Afghanistan between now and November 30, which could impact enrollment at schools in the Arden-Arcade area. Dr. Calvin outlined the steps that are being taken to welcome new families and she answered questions from the board.

Closed Session/Expulsion Actions (E-5)

There were no closed session actions to report.

Visitor Comments (F)

[in person]

Marina Gabel spoke about her son's experiences in San Juan Unified and recall efforts that are underway.

Katie Reid congratulated the board on the move to trustee areas and she encouraged the use of Zoom for visitor comments.

William Brooks spoke regarding the spraying of toxic chemicals on school fields.

Jessica Silva made comments about the need for distance learning options for Fall 2021.

Janet Rodriguez spoke about the need to continue to offer distance learning.

Julian Rodriguez expressed his support for continuing a hybrid learning option.

Lori Corder spoke about the construction projects at Barrett Middle School.

[via electronic comment form, and read aloud by Communication Director Raj Rai]

Adam Dondro commented about outdoor masking and unvaccinated staff.

Juanita Martinez supports mandatory vaccinations and testing.

Consent Calendar Approved (G-1/G-10)

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

Personnel (G-1)

Appointments, leaves of absence, separations, reassignments/change in work year, job description/salary range change and charter school personnel actions – approved as submitted.

Purchasing Report (G-2)

Purchase orders and service agreements, change orders and construction and public works bids – approved as submitted.

Gifts (G-3)

Acceptance of gifts to Dyer-Kelly Elementary School, Family and Community Engagement and Grand Oaks Elementary School.

Disposal of Surplus Property (G-4)

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

Permanent Exemption from Physical Education (G-5)

Approval of permanent exemption from physical education for 456 qualifying students that have given consent.

Head Start/Early Head Start American Rescue Plan and Coronavirus Response and Relief Supplemental Appropriations Act (G-6)

Approval of the Head Start/Early Head Start American Rescue Plan and Coronavirus Response and Relief Supplemental Appropriations Act supplement funds agreement No. 21C6651S0ARP-CR between SJUSD and the Sacramento Employment and Training Agency (SETA).

LCAP PAC Membership (G-7)

Approval of six members to the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

Super Co-Op Joint Powers Authority Representative (G-8)

Approval to name the director of nutrition services as the district representative to the Super Co-Op Joint Powers Authority.

Resolution No. 3071: Barrett Middle School New Construction Project Lease Amendment No. 3 (G-9)

Adoption of Resolution No. 3071 approving the third amendment to the lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

Resolution No. 3072: Barrett Middle School Modernization Project Lease Amendment No. 3 (G-10)

Adoption of Resolution No. 3072 approving the third amendment to the lease agreement for the Barrett Middle School modernization project no. 004-9495-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

Expanded Learning Opportunities Grant Plan (I-1)

Deputy Superintendent of Schools and Student Support Melissa Bassanelli introduced the topic, and she reviewed the Expanded Learning Opportunities (ELO) plan requirements and shared how school sites were given additional staffing and funding allocations. Mira Loma High School Principal Clete Purinton provided information about the ELO actions that were identified and are being implemented at Mira Loma High School, which includes the addition of a mental health therapist, increased counselor support and increased staffing to provide expanded courses to students. Assistant Superintendent of Secondary Education and Programs Kristan Schnepp explained that all secondary schools were given local control to determine what actions would best meet the needs of students based on conducting a needs assessment. Ms. Schnepp also discussed the next steps, which involves a four-step approach including surveys, listening sessions, analyzing data and using a cycle of inquiry to make adjustments as needed. After the presentation, staff answered questions from the board.

Update on California Department of Public Health and Sacramento County Public Health Requirements (I-2)

Chief of Staff Trent Allen gave a presentation about revised federal guidance and the latest updates to district safety practices related to changes in health recommendations and requirements from the California Department of Public Health (CDPH) and Sacramento County Public Health (SCPH). Mr. Allen shared that the priority is to prevent disruptions to learning by maintaining the health and safety of students, staff and community; that the district's updated district COVID-19 safety plan is posted on the district website; and that each school also has a COVID-19 prevention plan in place. Mr. Allen highlighted some of the changes in guidance regarding face coverings, daily symptom screening, physical distancing and meal service. Mr. Allen noted that Sacramento County has seen an uptick in case rates, hospitalizations and ICU usage since July 2021. Mr. Allen also reviewed guidance recommendations related to events and meetings and visitors and volunteers, and also guidance related to returning after symptoms, modified quarantine, COVID-19 testing and school/program closures. Mr. Allen said he anticipates that additional guidance will be forthcoming.

Public Comment: [via electronic comment form, and read aloud by Ms. Rai]

Jenny Managhebi expressed concerns regarding COVID-19 protocols at the school sites.

After public comment, staff answered questions from the board. Mr. Hernandez asked clarifying questions about wearing face coverings. Ms. Creason made comments and posed questions related to events, staff, campus closures, learning during quarantine and testing. Dr. McKibbin commented that free lunch for all is good, and he asked questions related to the county data, testing and quarantining. Ms. Villescaz posed clarifying questions related to events and meetings and visitors and volunteers, shared her frustrations with the current state and county COVID-19 case rates, which will once again require modifications at school sites, and she expressed excitement about the free meal service.

Resolution No. 3067: Notice of Intent to Convey Easement at Barrett Middle School (I-3)

Chief Operations Officer Frank Camarda presented the topic.

Public Comment: [in person]

Lori Corder made comments about the construction project at Barrett Middle School.

It was moved by Dr. McKibbin, seconded by Mr. Hernandez, to adopt Resolution No. 3067 declaring the intent to convey a permanent easement at Barrett Middle School to the Carmichael Water District and to call a public hearing to be held on September 14, 2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Resolution No. 3069: Notice of Intent to Convey Easement at Del Campo High School (I-4)

Chief Operations Officer Frank Camarda presented the topic. It was moved by Ms. Creason, seconded by Ms. Costa, to adopt Resolution No. 3069 declaring the intent to convey a permanent easement at Del Campo High School to the

Carmichael Water District and to call a public hearing to be held on September 14, 2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Bylaw 9270 Conflict of Interest (I-5)

General Counsel Linda Simlick discussed the proposed changes to Board Bylaw 9270 Conflict of Interest Code and its accompanying Exhibit 9270 and the sunset of Board Policy 2300 Conflict of Interest Code, which aligns with the California School Boards Association guidelines. Ms. Simlick answered questions from the board. Action was scheduled for August 24.

Williams Complaint Report (I-6)

General Counsel Linda Simlick explained that the district must report on the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints. Ms. Simlick stated that, during the time period from April through June 2021, there were no Williams-type complaints filed.

Declaration of Need for Fully Qualified Educators (I-7)

Assistant Superintendent of Human Resources Paul Oropallo presented the topic and answered questions from the board. It was moved by Dr. McKibbin, seconded by Ms. Costa, to adopt the Declaration of Need for Fully Qualified Educators for the 2021-2022 school year. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Exemption to the Separation-From-Service Requirement (I-8)

Assistant Superintendent of Human Resources Paul Oropallo pulled the item explaining that the exemption is not an option for the 2021-2022 school year due to the recent PARS retirement incentive.

Tentative Agreement: California School Employees Association (I-9)

Senior Director of Labor Relations Daniel Thigpen presented the item, explaining that the California School Employees Association Chapter 127 intends to ratify the contract with its members later this week. Mr. Thigpen stated that the one-time, off-schedule payment will not increase employees' base compensation. There being no public comments, it was moved by Ms. Creason, seconded by Ms. Costa, to adopt the tentative agreement between the California School Employees Association Chapter 127 and the San Juan Unified School District. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Reports (J)

Ms. Creason reiterated that the change to by-trustee areas elections does not impact school boundaries.

Dr. McKibbin shared that he attended the Citrus Heights Chamber Elected Officials Reception, and he recognized Casa Roble Fundamental High School alumna Ali Aguilar for her silver medal as part of the Olympic softball team.

Ms. Villescaz also congratulated Ms. Aguilar on her Olympic accomplishment, she shared that she greeted administrators and new district staff at several welcome back events, and she noted the recent move to by-trustee area elections.

Future Agenda (K)

Ms. Villescaz requested that an item related to employee vaccination requirements be added to the future agenda.

Visitor Comments (L)

[in person]

Lori Corder requested that the board reconsider agenda items G-9 and G-10, and she posed questions about the construction projects at Barrett Middle School.

Adjournment (M)

At 8:41 p.m., there being 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 - 3 |
| | |
| Leaves of Absence | |
| Management | 3 |
| Certificated | |
| Classified | 3 |
| | |
| Separations | |
| Management | |
| Certificated | 3 |
| Classified | 3 - 4 |
| | |
| Pre-Retirement Reduced Workload | |
| | |
| Reassignments/Change in Work Year | |
| | |
| Errata | |
| | |
| Job Description/Salary Range Change | |
| Management | 4 - 6 |
| Certificated | |
| Classified | 4 - 9 |
| 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 August 24, 2021 Board Meeting

1. APPOINTMENTS

CERTIFICATED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|----------|----------------------------|--------|--|-----------------------|--------------------|
| New Hire | Abdulwahhab, Tamara | Temp | Tch-Voc Educ/ROP 9/12 | Mira Loma | 08/10/21 06/09/22 |
| New Hire | Achtelik, Emily | Prob | Teacher Grade 3 | Mariposa | 08/10/21 |
| New Hire | Agnes, Summer | Prob | Teacher Grade 9/12 | Encina | 08/10/21 |
| New Hire | Bartell, Jeffrey | Prob | Teacher Grade 4 | Del Paso Manor | 08/10/21 |
| New Hire | Bonaldo, Lauren | Temp | Counselor 9/12 | Bella Vista | 08/04/21 06/08/22 |
| New Hire | Brimberry, Matthew | Prob | Teacher Grade 9/12 | Encina | 08/10/21 |
| New Hire | Bustos Cardoso, S Maribel | Prob | Teacher Grade 9/12 | El Camino | 08/10/21 |
| New Hire | Castleberry-Laney, Auriana | Prob | Teacher Kindergarten | Greer | 08/10/21 |
| New Hire | Collins, Ashley | Temp | Teacher Grade 7/8 | Gold River | 08/10/21 06/09/22 |
| New Hire | Croft, Joshua | Prob | Teacher Grade 4 | Deterding | 08/10/21 |
| New Hire | Dolyna, Oleg | Temp | Tch-Site Resource Elem Intvn Pasadena | 08/10/21 06/09/22 | |
| New Hire | Duarte, Shalley | Temp | Tch-Site Resource Elem Intvn Oakview | 08/10/21 06/09/22 | |
| New Hire | Fischel, Sally | Prob | Teacher Grade 9/12 | San Juan | 08/10/21 |
| New Hire | Gaona Botello, Anna | Temp | School Social Worker | Whitney Avenue | 08/03/21 06/07/22 |
| New Hire | Goldman, Kristen | Temp | Teacher Grade 9/12 | Bella Vista | 08/10/21 06/09/22 |
| New Hire | Gow, Mary | Prob | Teacher Kindergarten | Sierra Oaks | 08/10/21 |
| New Hire | Gramlich, Genevieve | Prob | Tch-Independent Study | El Sereno | 08/16/21 |
| New Hire | Harris, Jon | Prob | Teacher Grade 9/12 | San Juan | 08/10/21 |
| New Hire | Herrin, Lorriann | Temp | Teacher Grade 2 | Whitney Avenue | 08/10/21 06/09/22 |
| New Hire | Kelly, Diane | Prob | Tch-Trav Elem Clsmr-Art | Teaching and Learning | 08/10/21 |
| New Hire | Manweller, Shelley | Temp | Tch-Site Resource Elem Intvn Schweitzer | 08/10/21 06/09/22 | |
| New Hire | Mullerleile, Cambria | Temp | Teacher Grade 9/12 | Rio Americano | 08/10/21 06/09/22 |
| New Hire | Nguyen, Rachel | Temp | Teacher Grade 9/12 | Bella Vista | 08/13/21 06/09/22 |
| New Hire | Ogston, Heather | Prob | Teacher Grade 7/8 | Barrett | 08/10/21 |
| New Hire | Owens, Monique | Temp | Teacher Grade 4 | Greer | 08/10/21 06/09/22 |
| New Hire | Parker, Michelle | Prob | Counselor 7/8 | Carnegie | 08/10/21 |
| New Hire | Paxton, Alexander | Prob | Teacher Grade 7/8 | Churchill | 08/10/21 |
| New Hire | Platt, Elizabeth | Prob | Tch-Site Resource Elem Intvn Cameron Ranch | 08/10/21 | |
| New Hire | Raceles, Justine | Prob | Teacher Grade 1 | Starr King | 08/10/21 |
| New Hire | Raj, Mandeep | Prob | Counselor 7/8 | Arden | 08/11/21 |
| New Hire | Records, Kathleen | Prob | Teacher Grade 5 | Del Dayo | 08/10/21 |
| New Hire | Richards, Malcolm | Prob | Teacher Grade 3 | Sierra Oaks | 08/10/21 |
| New Hire | Ridenour, Todd | Temp | Teacher Grade 7/8 | Katherine Johnson | 08/10/21 06/09/22 |
| New Hire | Rodriguez, Adrienne | Prob | Teacher Grade 9/12 | Encina | 08/10/21 |
| New Hire | Rodriguez, Jessica | Prob | Counselor K/6 | Coyle Avenue | 08/10/21 |
| New Hire | Romeo, Anna | Temp | Counselor 9/12 | Mira Loma | 07/29/21 01/12/22 |
| New Hire | Roscoe, Michael | Prob | Teacher Grade 2 | Cameron Ranch | 08/10/21 |
| New Hire | Rozakis, Antonia | Temp | Teacher Combo K-1 | Whitney Avenue | 08/10/21 06/09/22 |
| New Hire | Ruano, Sarah | Prob | Tch-English Lang Develop | Rio Americano | 08/10/21 |
| New Hire | Scalise, McKenna | Prob | Teacher Grade 1 | Coyle Avenue | 08/10/21 |
| New Hire | Sepe, Kate | Prob | Teacher Grade 9/12 | Mesa Verde | 08/10/21 |
| New Hire | Shannon, Amber | Prob | Teacher Grade 7/8 | Katherine Johnson | 08/10/21 |
| New Hire | Snyder Furze, Tracy | Prob | Tch-Site Resource Elem Intvn Cottage | 08/10/21 | |
| New Hire | Sterling, Julia | Prob | Teacher Grade 7/8 | Barrett | 08/10/21 |
| New Hire | Sweet, Eric | Temp | Tch-Voc Educ/ROP 9/12 | Rio Americano | 08/10/21 06/09/22 |
| New Hire | Thompson, Danielle | Prob | Teacher Kindergarten | Carmichael | 08/10/21 |
| New Hire | Valderrama, Frank | Temp | Teacher Grade 9/12 | San Juan | 08/10/21 12/17/21 |
| New Hire | Vasquez, Shelly | Prob | Teacher Kindergarten | Oakview | 08/10/21 |
| New Hire | Wallace, David | Temp | Teacher Grade 9/12 | El Camino | 08/10/21 12/15/21 |
| New Hire | Whalen, Andrea | Prob | Teacher Grade 3 | Whitney Avenue | 08/10/21 |
| New Hire | Williams, Ashley | Prob | Teacher Grade 6 | Carnegie | 08/10/21 |
| New Hire | Yusta, Eva | Temp | Teacher Grade 9/12 | Bella Vista | 08/10/21 06/09/22 |
| New Hire | Zhen, Bai | Temp | Counselor 9/12 | Encina | 07/28/21 06/09/22 |
| Rehire | Nott, Michelle | Temp | Teacher Grade 7/8 | Carnegie | 08/10/21 03/08/22 |
| Rehire | Plapamaru, Ionut | Temp | Teacher Grade 9/12 | San Juan | 08/10/22 06/09/22 |
| Rehire | Rius, Mark | Temp | Teacher Grade 6 | Del Paso Manor | 08/10/21 11/19/21 |

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|----------|-----------------------------|--------|---------------------------|----------------|--------------------|
| New Hire | Alcala-Guerrero, Alexandria | Prob | Instructional Assistant I | Mariemont | 08/11/21 |
| New Hire | Allison, Scatha | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Altlinger, Alma | Prob | Instructional Assistant I | Schweitzer | 08/11/21 |
| New Hire | Barrett, Maggie | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Bates, Anna | Prob | Instructional Assistant I | Mission Avenue | 08/11/21 |
| New Hire | Beckwith, Alize | Prob | Instructional Assistant I | Dyer-Kelly | 08/11/21 |
| New Hire | Benavides, Hannah | Prob | Instructional Assistant I | Schweitzer | 08/11/21 |
| New Hire | Billo, Lily | Prob | Instructional Assistant I | Lichen | 08/11/21 |

Agenda for the August 24, 2021 Board Meeting

1. APPOINTMENTS (Continued)

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|----------|----------------------------|--------|-----------------------------|-----------------------------|--------------------|
| New Hire | Blodgett, Matthew | Prob | Instructional Assistant I | Grand Oaks | 08/11/21 |
| New Hire | Boone, Joy | Prob | Instructional Assistant I | Legette | 08/11/21 |
| New Hire | Brito, Nicole | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |
| New Hire | Cartmell, Anna | Prob | Instructional Assistant I | Cambridge Heights | 08/11/21 |
| New Hire | Casares, Christina | Prob | Instructional Assistant I | Northridge | 08/11/21 |
| New Hire | Celio, Noemi | Prob | Instructional Assistant I | Kingswood | 08/11/21 |
| New Hire | Clark, Seven | Prob | Instructional Assistant I | Will Rogers | 08/11/21 |
| New Hire | Corona, Anne-Marie | Prob | Instructional Assistant I | Thomas Kelly | 08/11/21 |
| New Hire | Danial, Lusyin | Prob | Child Develop Assistant-IT | Howe Avenue ECE | 08/19/21 |
| New Hire | Davis, Tiffany | Prob | Instructional Assistant I | Dewey | 08/11/21 |
| New Hire | Demirer, Lynn | Prob | Instructional Assistant I | Twin Lakes | 08/11/21 |
| New Hire | Dickerson, Skylynn | Prob | Instructional Assistant II | Kingswood | 08/11/21 |
| New Hire | Drechny, Andrew | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Eischen, Lindsey | Prob | Instructional Assistant III | Kingswood | 08/11/21 |
| New Hire | Fernandes, Helena | Prob | Instructional Assistant I | Grand Oaks | 08/11/21 |
| New Hire | Gamez, Kirstin | Prob | Instructional Assistant I | Kingswood | 08/11/21 |
| New Hire | Garcia, Marilyn | Prob | Clerk | Pasadena | 08/02/21 |
| New Hire | Glass, Brandie | Prob | Instructional Assistant I | Schweitzer | 08/11/21 |
| New Hire | Glass, Jesika | Prob | Child Develop Assistant-IT | Coleman ECE | 08/19/21 |
| New Hire | Gonzales, Victor | Prob | School/Comm. Intrvn Spec | Pupil Personnel Services | 08/09/21 |
| New Hire | Greene, Erica | Prob | Instructional Assistant I | Greer | 08/12/21 |
| New Hire | Gumm, Jennifer | Prob | Instructional Assistant I | Ottomon | 08/11/21 |
| New Hire | Hadj Youcef, Dahlya | Prob | Instructional Assistant I | Cottage | 08/11/21 |
| New Hire | Hardacre, Chase | Prob | Instructional Assistant I | Oakview | 08/11/21 |
| New Hire | Hart, Jessica | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Hedrick, Zachary | Prob | Instructional Assistant I | Legette | 08/11/21 |
| New Hire | Hernandez, Jordan | Prob | Instructional Assistant II | Howe Avenue | 08/11/21 |
| New Hire | Hernandez, Micah | Prob | Instructional Assistant I | Dyer-Kelly | 08/11/21 |
| New Hire | Heyde, Kathryn | Prob | Instructional Assistant I | Dewey | 08/11/21 |
| New Hire | Holsinger, Sarah | Prob | School/Comm. Intrvn Assist | Central Enrollment/Fam Svcs | 07/06/21 |
| New Hire | Hunt, Cassi | Prob | Instructional Assistant I | Lichen | 08/11/21 |
| New Hire | Ingram, Heather | Prob | Elem School Secretary | Carriage | 08/09/21 |
| New Hire | Jailani, Safiullah | Prob | IA-Bilingual-Farsi | Starr King | 08/11/21 |
| New Hire | Kitchen, Laura | Prob | Child Develop Assistant-IT | Coleman ECE | 08/19/21 |
| New Hire | Knapp, Michael | Prob | Instructional Assistant I | Orangevale Open | 08/11/21 |
| New Hire | Konomos, Andreanna | Prob | Instructional Assistant I | Dewey | 08/11/21 |
| New Hire | Levingston, Michelle | Prob | Instructional Assistant I | Gold River | 08/11/21 |
| New Hire | Marx, Michelle | Prob | Instructional Assistant I | Oakview | 08/11/21 |
| New Hire | Marzee, Maliha | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |
| New Hire | Masterson, Morgan | Prob | Instructional Assistant I | Legette | 08/11/21 |
| New Hire | McCarthy, Mindy | Prob | Instructional Assistant I | Mariposa | 08/11/21 |
| New Hire | McFarland, Samuel | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |
| New Hire | Medina Salmeron, Rosalinda | Prob | Instructional Assistant I | Dyer-Kelly | 08/11/21 |
| New Hire | Mergens, Carly | Prob | Instructional Assistant I | Oakview | 08/11/21 |
| New Hire | Meyer, Catherine | Prob | Instructional Assistant I | Coyle Avenue | 08/11/21 |
| New Hire | Miller, Jordyn | Prob | Instructional Assistant I | Del Paso Manor | 08/11/21 |
| New Hire | Mohmand, Vida | Prob | IA-Bilingual-Dari | Katherine Johnson | 08/11/21 |
| New Hire | Morehead, Natalie | Prob | Instructional Assistant I | Starr King | 08/11/21 |
| New Hire | Morford, Lauren | Prob | Instructional Assistant I | Del Paso Manor | 08/11/21 |
| New Hire | Morgan II, Robert | Prob | Instructional Assistant III | Carmichael | 08/11/21 |
| New Hire | Mortensen, Annelise | Prob | Instructional Assistant I | Legette | 08/11/21 |
| New Hire | Moser, Vanessa | Prob | Instructional Assistant I | Greer | 08/11/21 |
| New Hire | Murray, Arthur | Prob | Mental Health Therapist | White House Counseling | 08/09/21 |
| New Hire | Naumann, Megan | Prob | Instructional Assistant I | Cottage | 08/11/21 |
| New Hire | Nazari, Mohammad | Prob | Instructional Assistant I | Dyer-Kelly | 08/11/21 |
| New Hire | Odabashian Reed, Ashley | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |
| New Hire | Olson, Ann | Prob | Instructional Assistant I | Lichen | 08/11/21 |
| New Hire | Ortega-Lopez, Yadira | Prob | Instructional Assistant I | Howe Avenue | 08/11/21 |
| New Hire | Palmer, Christina | Prob | Clerk | Cowan | 08/05/21 |
| New Hire | Pereira, Valerie | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |
| New Hire | Petersen, Laura | Prob | Instructional Assistant I | Arlington Heights | 08/11/21 |
| New Hire | Pritchert, Lisa | Prob | Instructional Assistant I | Cambridge Heights | 08/16/21 |
| New Hire | Provost, Roneca | Prob | Child Develop Assistant-IT | Lichen ECE | 08/19/21 |
| New Hire | Rainey, Melanie | Prob | Instructional Assistant I | Charles Peck | 08/11/21 |
| New Hire | Ramirez, Pricila | Prob | Instructional Assistant I | Cottage | 08/11/21 |
| New Hire | Randall, Glenda | Prob | Instructional Assistant I | Greer | 08/11/21 |
| New Hire | Resnikoff, Abigail | Prob | Instructional Assistant II | Mariemont | 08/11/21 |
| New Hire | Reyes, Lorraine | Prob | Clerk | Cottage | 08/09/21 |
| New Hire | Rice, Kari | Prob | Instructional Assistant II | Encina | 08/11/21 |
| New Hire | Sandberg, Linsey | Prob | Instructional Assistant I | Del Dayo | 08/11/21 |

Agenda for the August 24, 2021 Board Meeting

1. APPOINTMENTS (Continued)

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|----------|----------------------------|--------|-----------------------------|-------------------|--------------------|
| New Hire | Sarkisyan, David | Prob | Instructional Assistant I | Will Rogers | 08/11/21 |
| New Hire | Schutte-Hetherton, Belinda | Prob | Instructional Assistant I | Charles Peck | 08/11/21 |
| New Hire | Shumaker, David | Prob | Instructional Assistant I | Orangevale Open | 08/11/21 |
| New Hire | Smith, Brian | Prob | Elem School Secretary | Ralph Richardson | 08/11/21 |
| New Hire | Smith, Patricia | Prob | Clerk | Carmichael | 08/02/21 |
| New Hire | Soldano, Darci | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Stenen, Kayla | Prob | Instructional Assistant II | Northridge | 08/11/21 |
| New Hire | Sterling, Emily | Prob | Instructional Assistant I | Cottage | 08/11/21 |
| New Hire | Stillman, Jamie | Prob | Instructional Assistant I | Woodside | 08/11/21 |
| New Hire | Stokesberry, Kari | Prob | Instructional Assistant I | Mariposa | 08/11/21 |
| New Hire | Sutton, Jessica | Prob | Instructional Assistant I | Grand Oaks | 08/11/21 |
| New Hire | Takii, Alena | Prob | Instructional Assistant I | Arlington Heights | 08/11/21 |
| New Hire | Taylor, Darlene | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| New Hire | Tran, Chuong | Prob | Instructional Assistant I | Howe Avenue | 08/11/21 |
| New Hire | Walker, Evana | Prob | Instructional Assistant I | Charles Peck | 08/13/21 |
| New Hire | Wallace, Sandra | Prob | Instructional Assistant I | Greer | 08/11/21 |
| New Hire | Wanless, Jamie | Prob | Instructional Assistant I | Oakview | 08/11/21 |
| New Hire | Whitehorn, Vallerie | Prob | Instructional Assistant I | Ottoman | 08/11/21 |
| New Hire | Winkelmann, Shira | Prob | Instructional Assistant I | Northridge | 08/11/21 |
| New Hire | Woolums, Nikkol | Prob | Instructional Assistant I | Del Paso Manor | 08/11/21 |
| New Hire | Wren-Rodriguez, Anthony | Prob | Instructional Assistant I | Cambridge Heights | 08/11/21 |
| New Hire | Wroten, Lalonie | Prob | Instructional Assistant I | Thomas Kelly | 08/11/21 |
| New Hire | Yaghoub, Zana | Prob | Instructional Assistant I | Cambridge Heights | 08/11/21 |
| Rehire | Anderson, Becky | Prob | Instructional Assistant I | Deterding | 08/11/21 |
| Rehire | Billeci, Jennifred | Prob | Instructional Assistant I | Howe Avenue | 08/11/21 |
| Rehire | Burkhart, Annalia | Prob | Instructional Assistant I | Sylvan | 08/11/21 |
| Rehire | Eskro, Aaron | Prob | Instructional Assistant I | Mission Avenue | 08/11/21 |
| Rehire | Giannoni, Kristin | Prob | Instructional Assistant I | Legette | 08/11/21 |
| Rehire | Gonzalez, Jose | Prob | Campus Monitor | Encina | 08/13/21 |
| Rehire | Howard, Victoria | Perm | Instructional Assistant I | Dyer-Kelly | 08/11/21 |
| Rehire | Isteefo, Maral | Perm | Instructional Assistant I | Will Rogers | 08/13/21 |
| Rehire | Knoles, Josh | Prob | Instructional Assistant II | Carnegie | 08/11/21 |
| Rehire | Lasko, Laura | Perm | Instructional Assistant I | Northridge | 08/11/21 |
| Rehire | Martin, Patricia | Perm | Instructional Assistant I | Lichen | 08/11/21 |
| Rehire | Payseno, Kenneth | Prob | Instructional Assistant III | Ralph Richardson | 08/11/21 |
| Rehire | Rafiq, Mohammad | Prob | School/Comm. Intrn Spec | El Camino | 08/02/21 |
| Rehire | Rutherford, Tangie | Perm | Instructional Assistant I | Legette | 08/11/21 |
| Rehire | Ruyak, Elizabeth | Prob | Instructional Assistant I | Gold River | 08/11/21 |
| Rehire | Snyder, Ruth | Prob | Instructional Assistant I | Mission Avenue | 08/11/21 |
| Rehire | Swarnaraja, Jayanthi | Perm | Instructional Assistant I | Greer | 08/11/21 |

2. LEAVES OF ABSENCE

CERTIFICATED SUPERVISORY

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|------|-------------------|--------|----------------|------------|--------------------|
| Paid | James, Maureen | Perm | Vice Principal | Dyer-Kelly | 07/22/21 08/22/21 |
| Paid | Marlette, Sherrie | Prob | Vice Principal | Mesa Verde | 08/04/21 12/17/21 |

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|--------|----------------------|--------|----------------------------|---------------------------|--------------------|
| Unpaid | Clifton-Szabo, Tammy | Perm | Instructional Assistant II | Edison | 08/11/21 12/17/21 |
| Unpaid | Gray, Elizabeth | Perm | Occupational Therapist | Special Education-Kenneth | 08/11/21 11/04/21 |

3. SEPARATIONS

CERTIFICATED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|-------------|---------------|--------|-----------------|------------|--------------------|
| Resignation | Chanu, Sydney | Perm | Teacher Grade 2 | Starr King | 06/10/21 |

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|----------|---------------------|--------|-----------------------------|----------|--------------------|
| Deceased | Piedimonte, Antonio | Perm | Nutrition Services Worker I | Del Dayo | 06/20/21 |

Agenda for the August 24, 2021 Board Meeting

3. SEPARATIONS (Continued)

CLASSIFIED

| Type | Name | Status | Assignment | Location | Effective Date (s) |
|-------------|----------------------|--------|------------------------------|----------------------------|--------------------|
| Resignation | Amani, Sara | Perm | Child Develop Assistant-SA | Orangevale Open ECE | 08/10/21 |
| Resignation | Flood, Payton | Prob | Child Develop Assistant-SA | Sierra Oaks ECE | 08/09/21 |
| Resignation | Macias, Mike | Prob | Custodian | Laurel Ruff | 08/03/21 |
| Resignation | Rudenko, Sergey | Perm | Groundskeeper/Gardener | Maintenance and Operations | 08/04/21 |
| Resignation | Siza, Tatiana | Perm | IA-Bilingual-Russian | Deterding | 06/08/21 |
| Resignation | Wingate, Riki | Perm | Nutrition Services Worker II | Mission Avenue | 06/08/21 |
| Termination | Briscoe-Cook, Joseph | Perm | Nutrition Services Cook | Encina | 02/25/21 |
| Termination | Manuel, Vivian | Perm | Instructional Assistant III | Dewey | 06/02/21 |
| Suspension | CL-506 | Perm | Custodian | Maintenance and Operations | 09/01/21 |

4. JOB DESCRIPTION / SALARY RANGE CHANGE

CERTIFICATED SUPERVISORY

| Class Title | Unit | New/Update | Old Salary Range | New Salary Range | Effective Date (s) |
|--|-------|------------|------------------|------------------|--------------------|
| Program Specialist, College/Career Readiness and Blended Learning | SJPEC | New | N/A | 15 | 08/25/21 |

CLASSIFIED

| Class Title | Unit | New/Update | Old Salary Range | New Salary Range | Effective Date (s) |
|---|------|------------|------------------|------------------|--------------------|
| State and Federal Restricted Funds Operations Technician | CSEA | New | N/A | 31 | 08/25/21 |



JOB DESCRIPTION

Position Code: TBD
Management Group: SJPEC
Salary Range: 15
Work Calendar: 008
Page 1 of 2

POSITION TITLE: Program Specialist – College/Career Readiness and Blended Learning

DEFINITION: Under general direction, administers the planning, development, implementation and improvement of online learning, blended learning, and virtual instruction.

DIRECTLY RESPONSIBLE TO: Director, College and Career Readiness

SUPERVISION OVER: Certificated and 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 which may be found in positions within this classification.)

1. Participates as a leader in the formation and implementation of district policy and philosophy as it relates to K-12 curriculum, blended learning, online learning and virtual instruction.
2. Consults with school site administration and staff in the development of online learning platforms, distance learning, and implementation of curriculum.
3. Evaluates online learning platforms as to the effectiveness in meeting instructional standards that are aligned to both state and district guidelines.
4. Provides an on-going staff training program including utilization of online learning platforms and instructional best practices.
5. Formulates, revises and implements K-12 curricula in online learning platforms, giving direction to the development of standards in online learning platforms that are equivalent to traditional in-person instructional models.
6. Acts as an off-site subject area consultant to school principals and teachers.
7. Maintains a cooperative and harmonious working relationship with all schools, departments, directors and program specialists in an effort to create a well-integrated education program.
8. Performs other duties as required.

QUALIFICATIONS

Education and Experience:

Must possess a general administrative or supervisory credential.

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 district policies and objectives applicable to assigned programs
- Knowledge and skill to develop and implement programs, including needs assessment, curriculum development and evaluation
- Knowledge and skill to develop goals and objectives which can be monitored and measured
- Knowledge of interpersonal skills using tact, patience, and courtesy

Program Specialist – College/Career Readiness and Blended Learning
Page 2 of 2

- Knowledge and skill in the use of computers and assorted software applications
- Ability to work effectively with all levels of district staff, students, parents and the community
- Ability to select, train, lead and evaluate staff relative to program objectives
- Ability to work independently, with minimal direction, and make decisions within the framework of established guidelines
- Ability to communicate effectively both verbally and in writing with all levels of district staff, parents, students, and the community
- Ability to provide presentations and trainings to individuals, small, and large groups
- Ability to understand and follow verbal and written instruction
- Ability to establish priorities and meet deadlines
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS

Work Environment:

- Indoor office and school site environment
- Moderate noise
- Continuous contact with staff and the public

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 both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, standing or remaining in a stationary position for extended periods of time
- Physical, mental and emotional stamina to endure long hours, under sometimes stressful conditions
- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:

- Ability to work additional hours and weekends on occasion
- Ability to travel locally to attend meetings and other events

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: 8/25/2021



JOB DESCRIPTION

Position Code: TBD
Management Group: CSEA
Salary Range: 31
Work Calendar: 001
Page 1 of 3

POSITION TITLE: State and Federal Restricted Funds Operations Technician

DEFINITION: Under general direction, monitors and supports Title I and LCFF funded budgets, programs, positions, for school sites or departments within the district and applicable grants awarded. Provides guidance and support of fiscal activities associated with Title I or LCFF funding sources and ensures compliance with applicable federal and state laws and regulations.

DIRECTLY RESPONSIBLE TO: Director, Student Learning Assistance

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. Assists with monitoring assigned district state and federal restricted budgets to ensure funds are utilized to support site goals and actions related to unduplicated student groups.
2. Provides technical guidance and budgeting support for assigned areas of responsibility to assist site administrators, controllers, and school secretaries with supplemental budgets per the School Plans for Student Achievement (SPSA).
3. Reviews received site and district expenditures for accuracy and completeness including the appropriate funding source(s)
4. Provides support to school sites and programs identified for Federal Program Monitoring (FPM).
5. Collaborates with Human Resources to review positions and assigned staff to ensure school site LCFF and Title I funded personnel is accurate and in compliance with applicable laws, regulations and directives.
6. Attends in-district Title I meetings and provides training and support to site administrators around the management of supplemental site budgets, effective budgeting strategies and the efficient use of funds, as required.
7. Collaborates with Sacramento County Office of Education (SCOE) and CA Department of Education (CDE) to build capacities around state and federal programs and attends meetings to remain abreast of changes to regulations.
8. Assists with ensuring fiscal compliance of applicable federal and state laws, regulations, etc., related to the funding of categorical programs and maintains accurate and auditable fiscal records.
9. Provides analysis of funding and resource distribution to maintain compliance with LCFF measures and makes recommendations on how the district can allocate funding more efficiently to improve services related to school/department LCFF budgets, programs and positions.
10. Collaborates with program staff, to complete Consolidated Application, LEA Plans, and Federal Programs Monitoring, as required.
11. Provides support of and monitors fiscal activity of specific grants, as assigned.
12. Reviews purchase/service agreements and maintains budgets for Non-Public Schools (NPS) to verify accuracy of calculations, availability of funds, and use of proper budget code(s).
13. Serves as a liaison for the district to collaborate with a consultant to prepare invoices for NPS services at other districts.

State and Federal Restricted Funds Operations Technician
Page 2 of 3

14. Monitors processes to ensure compliance of federal time accounting requirements of all federally funded positions and makes recommendations for improvements to departmental processes/procedures.
15. Collaborate with principals to determine and monitor site Title I and LCFF supplemental budgets including providing costing of supplemental positions.
16. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:

Any combination of training, education and/or experience equivalent to graduation from an accredited college or university with major course work in business administration, accounting, financial management, or a closely related field and increasingly responsible experience in a budget/or accounting department of a large organization, preferably in a government agency.

Knowledge, Skills, and Abilities:

- Ability to communicate effectively both verbally and in writing with administrators, staff and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff and the community
- Ability to establish priorities and meet deadlines
- Ability to maintain consistent, punctual and regular attendance
- Knowledge of accounting and budgeting principles, procedures and terminology
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge of modern office practices and procedures, including filing systems
- Ability to analyze data accurately and take an effective course of action
- Ability to understand and follow verbal and written instruction
- Ability to learn, interpret, explain and apply applicable federal, state and local laws, regulations, rules, codes, policies and procedures
- Ability to analyze and interpret fiscal data, draw logical conclusions and prepare clear and concise reports.
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff and the public

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 both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, standing or remaining in a stationary position for extended periods of time

State and Federal Restricted Funds Operations Technician
Page 3 of 3

- Physical, mental and emotional stamina to endure long hours, under sometimes stressful conditions
- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:

- Ability to work additional hours and weekends on occasion
- Ability to travel locally to attend meetings and other events

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: 8/25/2021

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

AGENDA ITEM: G-2
MEETING DATE: 08/24/2021

APPROVED: JS KH
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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



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

July 28, 2021 - August 10, 2021

| PO# | Date | Vendor Name | Description | Amount \$ | Site/ Department |
|--------|-----------|-------------------------------|---------------------------------------|---------------|--|
| 201696 | 7/30/2021 | Follett | Curriculum | \$ 188,426.38 | 402 - Professional Learning and Innovation |
| TBD | 7/30/2021 | Paradigm Healthcare Services | LEA Billing Program | \$ 230,000.00 | 103 - Student Support Services |
| TBD | 7/30/2021 | Point Quest Education | Language and Speech Therapy | \$ 113,000.00 | 101 - Special Education |
| TBD | 7/30/2021 | Vista Child Therapy | Occupational therapy support services | \$ 205,000.00 | 101 - Special Education |
| TBD | 7/30/2021 | American River Speech Therapy | Speech therapy | \$ 225,000.00 | 101 - Special Education |
| TBD | 7/30/2021 | Jabbergym | Speech therapy | \$ 481,000.00 | 101 - Special Education |
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Purchasing Contracts Board Report
Change Orders/Amendments for Items \$95,200

July 28, 2021 - August 10, 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 |
|-----|------|-------------|-------------|-----------------------|---------------------------------|------------------------------------|------------------------|----------------|
| | | | | | | | \$ - | |
| | | | | | | | \$ - | |
| | | | | | | | | |
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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 |
|-----|------|-------------|-------------|-----------------------|---------------------------------|------------------------------------|------------------------|----------------|
| | | | | | | | \$ - | |
| | | | | | | | \$ - | |
| | | | | | | | \$ - | |

Other Contract Change Orders

| PO# | Date | Vendor Name | Description | Original PO Amount \$ | Previous Approved C/O Totals \$ | Current C/O for Approval Amount \$ | New Contract Amount \$ | Responsibility |
|--------|-----------|-----------------|--|-----------------------|---------------------------------|------------------------------------|------------------------|------------------|
| 106857 | 8/9/2021 | Campbell Keller | C/O #2 Full site Furniture replacement Skycrest Project 149-9306-J1 | \$ 487,113.87 | \$ 41,153.12 | \$ 6,064.16 | \$ 534,331.15 | 216 - Facilities |
| 105173 | 8/10/2021 | Campbell Keller | C/O #4 Furniture for Arden New Construction project 004-9512-P1 | \$ 1,161,399.59 | \$ 79,668.51 | \$ 20,546.54 | \$ 1,261,614.64 | 216 - Facilities |
| | | | | | | | \$ - | |

Lease Amendments/Change Orders

| PO# | Date | Vendor Name | Description | Original PO Amount \$ | Previous Approved C/O Totals \$ | Current C/O for Approval Amount \$ | New Contract Amount \$ | Responsibility |
|--------|-----------|--------------------------------|--|-----------------------|---------------------------------|------------------------------------|------------------------|------------------|
| 707348 | 7/30/2021 | Robert A. Bothman Construction | Net change amendment #13 for Encina Outdoor Learning project 202-9513-N1 | \$ 6,700,000.00 | \$ 2,349,796.00 | \$ (175,972.00) | \$ 8,873,824.00 | 216 - Facilities |
| | | | | | | | \$ - | |
| | | | | | | | \$ - | |

General Contract Change Orders

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



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

July 28, 2021 - August 10, 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 |
|------|------|-----|-------|-------------|-------------|-----------|----------------|
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Other Contracts

| Fund | Date | PO# | Bid # | Vendor Name | Description | Amount \$ | Responsibility |
|------|------|-----|-------|-------------|-------------|-----------|----------------|
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New Addendum to Master Agreements

| Fund | Date | PO# | Bid # | Vendor Name | Description | Amount \$ | Responsibility |
|------|----------|-----|--------|--------------------------|--|---------------|------------------|
| 26 | 8/9/2021 | TBD | 20-101 | Nacht & Lewis Architects | Architect for Casa Roble MOD (Locker Room) project 209-9495-P1 | \$ 248,250.00 | 216 - Facilities |
| | | | | | | | |
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**Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar**

July 28, 2021 - August 10, 2021

| Fund | Date | Site/ Department | Vendor Name | Description |
|------|----------|---------------------|-----------------------|---|
| 26 | 8/9/2021 | 216 - Facilities | CDW-G Education Sales | E-Rate contract #23725 with original expiration date of June 30, 2021 is extended to September 30, 2022 |
| | | | | |
| | | | | |

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

**AGENDA ITEM: G-3
MEETING DATE: 08/24/2021**

APPROVED: JS KH
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

| | Inc | Page # |
|-----------------------------|-----|--------|
| Easements/Leases | | |
| Notices of Completion | ✓ | 1 |
| Quarterly Investment Report | ✓ | 2 |
| Warrants & Payroll | ✓ | 3 |
| Budget Revisions | | |
| E-Rate | | |
| ERRATA | | |

Notices of Completion - Board of Education

| CONTRACTOR | PROJECT | DATE OF ACCEPTANCE | DATE RECORDED |
|--------------------------------|--|-------------------------------|--------------------------|
| Precision Communications, Inc. | PO#104095 Provide all labor, materials, equipment, tools, transportation and incidentals to provide district wide tech service, voice over IP system at the District Office and Maintenance and Operations, 3738 Walnut Avenue, Carmichael, CA 95608 located in the San Juan Unified School District. Vendor: Precision Communications, Inc. | 7/20/2021 | 7/28/2021 |
| | | | |
| | | | |

QUARTERLY INVESTMENT REPORT

AS OF JUNE 30, 2021

| DESCRIPTION | TOTAL | INTEREST YIELD |
|--|-------------|----------------|
| CASH IN COUNTY TREASURY-OPERATIONAL FUNDS | 179,065,252 | 0.64% |
| COUNTY OF SACRAMENTO-G. O. BONDS | | |
| Measure J - Series 2011 | 5,120,264 | 1.88% |
| Measure N - Series 2019 (Debt Service) | 123,000 | 0.08% |
| Measure N - Series 2020 (Building Fund) | 14,921,000 | 0.05% |
| Measure N - Series 2020 (Debt Service) | 1,382,000 | 0.08% |
| Measure P - Series 2020 (Building Fund) | 105,895,000 | 0.05% |

NOTE:

Earnings are based on average balances.

SUMMARY

The investment portfolio complies with the District's investment policy to maintain the liquidity and safety of District funds while maintaining the maximum yield.

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

| VENDOR AND CONTRACT WARRANTS | | |
|-------------------------------------|----------------------------------|-------------------------|
| | Fund | June 2021 |
| 01 | General Fund | \$ 9,257,921.42 |
| 09 | Charter Schools | 43,399.11 |
| 10 | Special Ed Pass-Thru | - |
| 11 | Adult Education | 40,283.47 |
| 12 | Child Development | 176,375.09 |
| 13 | Food Service/Cafeteria | 348,060.97 |
| 14 | Deferred Maintenance | 396,502.57 |
| 21 | Building Fund | 38,365.79 |
| 22 | Measure S Building Fund | 550.00 |
| 23 | Measure J Building Fund | 1,649,189.73 |
| 24 | Measure N Building Fund | 4,142,942.79 |
| 25 | Capital Facilities | 668.50 |
| 26 | Measure P Building Fund | 5,507,354.36 |
| 35 | State Schools Facilities Fund | - |
| 40 | Sp Res FD -- Capital Outlay Proj | - |
| 67 | Self Insurance | 3,150,004.82 |
| 95 | Student Body Fund | - |
| TOTALS | | \$ 24,751,618.62 |

| PAYROLL AND BENEFITS | | |
|-----------------------------|------------------|-------------------------|
| | All Funds | June 2021 |
| Certificated Payroll | | \$ 28,568,124.61 |
| Classified Payroll | | 7,241,061.10 |
| Benefits | | 13,180,704.67 |
| TOTALS | | \$ 48,989,890.38 |

GRAND TOTAL \$ 73,741,509.00

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

AGENDA ITEM: G-5

MEETING DATE: 08/24/2021

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: 08/16/2021

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
Jennifer Stahlheber, Chief Financial Officer 

APPROVED BY:

Kent Kern, Superintendent of Schools 

Board of Education Agenda Item**Surplus Property**

August 24th Meeting Date

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

| Location/Site | Make | Model | Description | Serial # | Disposition |
|----------------------|-------------|--------------|--|-----------------|--------------------|
| Arcade | | | 6 COW Carts | | Ewaste |
| Arcade | | | 1 Laminator | | Ewaste |
| Barrett | | | Classroom Furniture, desks, tables | | Recycled |
| Bella Vista | | | 8 Glass double door hanging science cabinets, 10 cubical wall sections, with desk and shelf, 2 refrigerator, 1 freezer on wheels, 1 concession stand | | Recycled |
| Carmichael | | | 1 Large Screen with components attached | | Ewaste |
| Carnegie | | | 26 Desks | | Recycled |
| Coyle | | | Round table, rectangle table, chairs, student desk | | Recycled |
| Del Dayo | | | 2 Promethean boards, 2 monitors, 3 printers | | Ewaste |
| Deterding | | | 15 double desks, 2 coat racks on wheels, 1 AV cart, 2 hexagonal tables, 5 foldable rectangular tables, 1 trapezoid table, 1 rectangular small table, 1 single desk ,25 chairs | | Recycled |
| Grand Oaks | | | 16 Mid size tables, 2 large tables, 2 teacher desk, 10 high-school desks, 40 chairs, 3 filing cabinets | | Recycled |
| Green Oaks | | | 4 File cabinets, 2 bookshelves, 2 tables, 4 teacher desks, podium, 2 rolling carts, handwashing station | | Recycled |
| Greer | | | COW Carts | | Ewaste |
| Howe | | | 4-5 Classroom tables, 1 office chair, 10 small student chairs, 10 boxes science books | | Recycled |
| Howe | | | 9 Large TWIG Kit Boxes | | Recycled |
| Howe | | | Bookcase, filing cabinet, student desks | | Recycled |
| Mira Loma | | | 4 filing cabinets, 2 book shelves, 30 student desk | | Recycled |
| Northridge | | | 4 Book cases and 10 wooden pallets | | Recycled |
| Oakview | | | 6 Tube TVs and VCRs | | Ewaste |

Board of Education Agenda Item**Surplus Property**

August 24th Meeting Date

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

| Location/Site | Make | Model | Description | Serial # | Disposition |
|----------------------|-------------|--------------|--|-----------------|--------------------|
| Oakview | | | 5 File cabinets , 30 student desks, 70 student chairs, 6 bookcases | | Recycled |
| Oakview | | | 70 chairs, 30 desks | | Recycled |
| Orangevale Open | | | 1 Large science desks, 12 student desks | | Recycled |
| Orangevale Open | | | 1 Printer | | Ewaste |
| Pershing | | | 54 Desks | | Recycled |
| San Juan HS | | | 11 Tables, science tables, black top table | | Recycled |
| SPED Kenneth | | | 16 Metal filing cabinets | | Recycled |
| Starr King | | | 40 Rolling tables | | Recycled |

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

AGENDA ITEM: G-6

MEETING DATE: 08/24/2021

SUBJECT: Board Bylaw 9270 Conflict of Interest

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 proposed changes to Board Bylaw 9270 Conflict of Interest Code, its accompanying exhibit, Exhibit 9270 and the sunset of Board Policy 2300 Conflict of Interest Code.

RATIONALE/BACKGROUND:

The Board of Education is required to periodically review the district's conflict of interest board policy. California School Boards Association (CSBA) has restructured its board policies and board bylaws. In order to align with CSBA's restructuring, the district's conflict of interest Board Policy 2300 and Administrative Regulation 2300 will be deleted. Information that was contained in Board Policy 2300 and Administrative Regulation 2300 are now found in Board Bylaw 9270 and Exhibit 9270. Once action has been taken, Board Bylaw 9270 and Exhibit 9270 will be forwarded to the County of Sacramento for review and approval by the Sacramento County Board of Supervisors.

ATTACHMENT(S):

- A: Board Bylaw 9270
- B: Exhibit 9270
- C: Board Policy 2300

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/02/2021, 08/16/2021
Board of Education: 08/10/2021

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

(Unrestricted Base, Supplemental, other restricted, etc.)

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

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

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

Board Policy Manual
San Juan Unified School District

Bylaw 9270: Conflict Of Interest

Status:
ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 11/03/2020 | Last Reviewed Date: 11/03/2020

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

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

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

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

Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference, along with a list of designated positions and disclosure categories. The accompanying exhibit (E 9270) includes an appendix with designated positions and disclosure categories which comprise the terms of the district's conflict of interest code that is submitted to the code reviewing body for approval, in accordance with Government Code section 87303, and within the deadline for submission established by the code reviewing body. (Government Code section 87303)

The board shall adopt a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code section 87303 and within the deadline for submission established by the code reviewing body. (Government Code section 87303)

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

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

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

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

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

Conflict of Interest under the Political Reform Act

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

A board member, designated employee, or other person in a designated position makes a governmental decision when, acting within the authority of their office or position, ~~they authorize or direct any action on a matter, votes, or provide information or opinion on it, contact, or appear on a matter, appoints a person, obligates or commits the district to any course of action, enters into any contractual agreement on behalf of the district, or appears~~ before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

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

A board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the board shall abstain from voting on the matter. They may remain on the dais, but their presence shall not be counted towards achieving a quorum for that matter. A board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. ~~(2 CCR 18702.1)~~

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

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

Board members who willfully fail to disclose a remote interest in a contract may be subject to a fine or imprisonment pursuant to Government Code section 1097.

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

A board member shall not be considered to be financially interested in a contract in which their interest is a "noninterest" as defined in Government Code section 1091.5. Noninterest includes a board member's interest in being reimbursed for their actual and necessary expenses incurred in the performance of their official duties, in the employment of their spouse/registered domestic partner who has been a district

employee for at least one year prior to the board member's election or appointment, or in any other applicable circumstance specified in Government Code section 1091.5.

Common Law Doctrine Against Conflict of Interest

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

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the board member's duties as an officer of the district. (Government Code sections 1099, 1126)

Gifts

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

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

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

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

1. The travel is in connection with a speech given by a board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech, and the travel is within the United States.
2. The travel is provided by a person or agency specified in Government Code section 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code section 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

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

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

Honoraria

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

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

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes.

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

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

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

Disclosure Categories

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

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

| State References | Description |
|---|--|
| 2 CCR 18110-18997 https://simbli.eboardsolutions.com/SU/ckslshwToJGinoK4QiVbLtJug== | Regulations of the Fair Political Practices Commission - Conflicts of Interest - |
| 2 CCR 18700-18760 https://simbli.eboardsolutions.com/SU/h6CnVsMHk2STR4xUUmLXdQ== | Disclosure of interests - |
| 2 CCR 18722-18740 | https://simbli.eboardsolutions.com/SU/oS5ntBvYlbsRzRhpXMuufw== |
| 2 CCR 18753-18756 | Conflict of interest codes - https://simbli.eboardsolutions.com/SU/OvAHLXqDg5JTYYSZlpYE9A== |
| Ed. Code 1006 | Qualifications for holding office, county board of education - https://simbli.eboardsolutions.com/SU/Qnj8IKKU84qMv8ZX5ZPu1w== |
| Ed. Code 35107 | School district employees |
| Ed. Code 35230-35240 | Corrupt practices |
| Ed. Code 35233 | Prohibitions applicable to members of governing boards |
| Ed. Code 41000-41003 | Moneys received by school districts |
| Ed. Code 41015 | Authorization of and limitation investment of district funds |
| Fam. Code 297.5 | Rights, protections, and benefits of registered domestic partners |
| Gov. Code 1090-1099 | Prohibitions applicable to specified officers |
| Gov. Code 1125-1129 | Incompatible activities |
| Gov. Code 81000-91014 | Political Reform Act of 1974 |
| Gov. Code 82011 | Code reviewing body |
| Gov. Code 82019 | Definition, designated employee - https://simbli.eboardsolutions.com/SU/zplus8Q3o2R2NLwPmnxGAmkxg== |
| Gov. Code 82028 | Definition, gift |
| Gov. Code 82030 | Definition, income |
| Gov. Code 82033 | Definition, interest in real property |
| Gov. Code 82034 | Definition, investment |
| Gov. Code 87100-87103.6 | General prohibitions |
| Gov. Code 87200-87210 | Disclosure |

| | |
|-----------------------|--|
| Gov. Code 87300-87313 | Conflict of interest code - https://simbli.eboardsolutions.com/SU/YaObxMYA749OVplusgURs6YDA== |
| Gov. Code 87500 | Statement of economic interests |
| Gov. Code 89501-89503 | Honoraria and gifts |
| Gov. Code 89506 | Ethics; travel |
| Gov. Code 91000-91014 | Enforcement |
| Pen. Code 85-88 | Bribes |
| Rev. & Tax Code 203 | Taxable and exempt property - colleges |

Management Resources References

| | Description |
|---|--|
| Attorney General Opinion | 18 Ops.Cal.Atty.Gen. 114 (1951) |
| Court Decision | A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455 |
| CSBA Publication | A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014 |
| Fair Political Practices Commission Publication | Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005 |
| Institute for Local Government Publication | Legal Issues Associated with Use of Public Resources and Ballot Measure Activities, June 2010 |
| Website | AASA The School Superintendents Association - https://simbli.eboardsolutions.com/SU/MOaF8AO8cslshSlfGc13QQoEQ== |

Cross References

| | Description |
|--|--|
| 1340 | Access To District Records - https://simbli.eboardsolutions.com/SU/wER8CbSefFuHpyWBOlzLgA== |
| 1340 https://simbli.eboardsolutions.com/SU/vOvfgNYkxjPRH3slshfYYROWw== | Access To District Records - |
| 3230 https://simbli.eboardsolutions.com/SU/Wi0i9EoD3sZxPQ2LNhP6wg== | Federal Grant Funds - |
| 3230 | Federal Grant Funds - https://simbli.eboardsolutions.com/SU/s4k4INDQe0H6jslshfiYGjpluseA== |
| 3311 | Bids - https://simbli.eboardsolutions.com/SU/4rEGaGRNNqfmWpuH1tS2tA== |
| 3311 | Bids - https://simbli.eboardsolutions.com/SU/AEjKqUS8miMKUgzzxMANow== |
| 3430 https://simbli.eboardsolutions.com/SU/3bwI5twqX8QmjWLzK9wfNw== | Investing - |
| 3430 https://simbli.eboardsolutions.com/SU/UAmG4YouXfqvJ0c7r67jQA== | Investing - |
| 4117.2 https://simbli.eboardsolutions.com/SU/GHmNMzvEHKxul1oNsglyAw== | Resignation - |
| 4117.2 https://simbli.eboardsolutions.com/SU/RtXvCrQCPJsIshIEJYK9lvTGg== | Resignation - |
| 4217.2 https://simbli.eboardsolutions.com/SU/U9JoFwl4plusIGqXSekIYxmEw== | Resignation - |
| 4217.2 https://simbli.eboardsolutions.com/SU/H9XpnYzslshN9hO2j9B34fJplusg== | Resignation - |
| 4317.2 https://simbli.eboardsolutions.com/SU/xDIWplusslshsvirDcOIZXoKWL9Q== | Resignation - |

4317.2

<https://simbli.eboardsolutions.com/SU/uT5PB77M9GP547daWXUe3Q==>

Selection And Evaluation Of Instructional Materials -

6161.1

<https://simbli.eboardsolutions.com/SU/plus6Qiex9sOn5ZeFpje41Fmw==>

Selection And Evaluation Of Instructional Materials -

6161.1 <https://simbli.eboardsolutions.com/SU/XHxOBLNNZallHvl5jKzKlQ==>

Governance Standards -

9005 <https://simbli.eboardsolutions.com/SU/mAZeeQcXGiplusZNAvgy8QEHQ==>

Board Representatives -

9140 <https://simbli.eboardsolutions.com/SU/S1WDReZ2vdplusWDbJJEKTckQ==>

Governing Board Elections -

9220 <https://simbli.eboardsolutions.com/SU/9XW95OnXabX23pDRaTqQGg==>

Resignation -

9222 <https://simbli.eboardsolutions.com/SU/ZNOac2Ocr9bdf1XqSrvoog==>

Orientation -

9230 <https://simbli.eboardsolutions.com/SU/iWj1IHptAxZsZ787vy0CnQ==>

Meetings And Notices -

9320-E(1) <https://simbli.eboardsolutions.com/SU/lj2Os4sjNoOIESguaslhUTxw==>

Meeting Conduct -

9323

<https://simbli.eboardsolutions.com/SU/u7slshhTh7bkX3EgEXEMnQMFA==>

≡

Exhibit 9270-E(1): Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 09/24/2019

Disclosure Statement Filing

~~Each designated employee, including Governing Board members and designated employees, shall file an annual Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection, disclosing investments, interests in real property and income required to be reported under the category or categories to which the employee's position is assigned. An investment, interest in real property, or income shall be reportable if the business entity in which the investment is held, the interest in real property, or source of income may foreseeably be affected materially by any decision made or participated in by the designated employee by virtue of his/her position. The business entity and/or the client must do business within the jurisdiction, plan to do business within the jurisdiction, or have done business within the jurisdiction during the two years prior to the time of statement. The specific disclosure responsibilities assigned to each position are set forth below.~~

~~An initial statement shall be filed by each designated employee within 30 days after the effective date of this conflict of interest code disclosing investments and interests in real property at the time of the disclosure.~~

~~Annual statements shall be filed by April 1 disclosing investments, interests in real property, and income held or received in the period since the closing date of the employee's previously filed statement and December 31.~~

~~Employees appointed, promoted, or transferred to designated positions shall file initial statements within 30 days after date of employment in the position.~~

~~The statement shall be filed with the conflict of interest filing officer of the San Juan Unified School District. The conflict of interest filing officer shall retain a copy and forward the original statement of the Board members and the Superintendent to the Sacramento county clerk. Original economic interest statements of all other designated employees shall be retained in the conflict of interest filing office shall be available for review by members of the Board and the general public at all reasonable times.~~

Disclosure Categories

Category 1: A person designated Category I shall disclose:

- a. Interests in real property which is located entirely or partly in whole or in part either (1) within the boundaries of the district, or (2) within two miles of the boundaries of the district, or of any land owned or used by the district, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000. (Interests in real property of an individual include a business entity's share of interest in real property of

~~any business entity or trust in which the designated employee or his/her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)~~

b. Investments ~~in or income from business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, entities which are contractors or sub-contractors which are or have been within the past previous two years period engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the performance of building construction or designee within the district.~~

1. Investments ~~in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.~~

~~Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interest.~~

~~Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his/her spouse owns directly, indirectly or beneficially a ten percent interest or greater.~~

~~Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any Board or other debt instrument issued by any government or government agency.~~

~~No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 in value during the preceding 12 month reporting period.~~

Category 2: A person designated Category 2 shall disclose:

a. Investments ~~or business positions in or income from sources which are contractors or subcontractors engaged in work or services business entities which manufactured or sell supplies, books, machinery, or equipment of the type used by utilized by the department for which the designated person employee is manager or director.~~ Investments include interests described in Category 1.

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the district which the designated person manages or directs. For the purposes of this category, a principal's department is their entire school.

Category 3

~~Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is manager or director. Investments include the interests described in Category 1.~~

Designated Positions

| <u>Designated Position</u> | <u>Disclosure Category</u> |
|--|----------------------------|
| <u>Members of the San Juan Unified School District Governing Board</u> | <u>All</u> |
| <u>Members of the governing bodies of the charter schools</u> | <u>All</u> |
| <u>Superintendent of Schools</u> | <u>All</u> |
| <u>Deputy Superintendent, Schools and Student Support</u> | <u>All</u> |
| <u>General Counsel</u> | <u>All</u> |
| <u>Chief of Staff</u> | <u>All</u> |
| <u>Chief Operations Officer</u> | <u>All</u> |
| <u>Chief Financial Officer</u> | <u>All</u> |
| <u>Assistant Superintendent, Educational Services</u> | <u>All</u> |
| <u>Assistant Superintendent, Human Resources</u> | <u>All</u> |
| <u>Assistant Superintendent, Secondary Education and Programs</u> | <u>All</u> |
| <u>Assistant Superintendent, Elementary Education and Programs</u> | <u>All</u> |
| <u>Senior Director, Technology</u> | <u>All</u> |
| <u>Senior Director, Labor Relations</u> | <u>All</u> |
| <u>Director, Business Support Services</u> | <u>All</u> |
| <u>Director, Fiscal Services</u> | <u>All</u> |
| <u>Controller, Charter School</u> | <u>All</u> |
| <u>Director, Human Resources</u> | <u>1</u> |
| <u>Executive Director, Charter School</u> | <u>2</u> |
| <u>Supervisor, Procurement</u> | <u>2</u> |
| <u>Assistant Director, Special Education</u> | <u>2</u> |
| <u>Assistant Director, Assessment, Evaluation & Planning</u> | <u>2</u> |

| | |
|--|----------|
| <u>Construction Manager</u> | <u>2</u> |
| <u>Procurement Technician</u> | <u>2</u> |
| <u>Director, Adult and Career & Technical Education</u> | <u>2</u> |
| <u>Director, Charter School</u> | <u>2</u> |
| <u>Director, Nutrition</u> | <u>2</u> |
| <u>Director, Student Support Services</u> | <u>2</u> |
| <u>Director, Equity and Student Achievement</u> | <u>2</u> |
| <u>Director, Elementary and K-8</u> | <u>2</u> |
| <u>Director, Facilities, Construction and Operations</u> | <u>2</u> |
| <u>Director, Communication</u> | <u>2</u> |
| <u>Director, Continuous Learning Improvement/LCAP</u> | <u>2</u> |
| <u>Director, Professional Learning & Curriculum Innovation</u> | <u>2</u> |
| <u>Director, Admissions & Family Services</u> | <u>2</u> |
| <u>Director, Safe Schools</u> | <u>2</u> |
| <u>Director, Special Education</u> | <u>2</u> |
| <u>Director, Student Learning Assistance</u> | <u>2</u> |
| <u>Director, Transportation</u> | <u>2</u> |
| <u>Manager, Fiscal Services</u> | <u>2</u> |
| <u>Manager, Maintenance and Operations</u> | <u>2</u> |
| <u>Manager, Risk Management</u> | <u>2</u> |
| <u>Manager, Transportation</u> | <u>2</u> |
| <u>Construction Manager</u> | <u>2</u> |
| <u>Operations Analyst, Facilities, Maintenance and Modernization</u> | <u>2</u> |
| <u>Procurement Analyst</u> | <u>2</u> |
| <u>Procurement Specialist (Construction/Bond Program)</u> | <u>2</u> |

| | |
|--|----------|
| <u>Program Manager</u> | <u>2</u> |
| <u>Program Manager, Human Resources</u> | <u>2</u> |
| <u>Program Manager, Multi-Tiered System of Support</u> | <u>2</u> |
| <u>Program Manager, Network & Telecommunications</u> | <u>2</u> |
| <u>Program Manager, Teaching and Learning</u> | <u>2</u> |
| <u>Program Manager, Technology Services</u> | <u>2</u> |
| <u>Program Manager, Title 1</u> | |
| <u>Program Manager, English Learner Department</u> | <u>2</u> |
| <u>Program Manager, Multi-Tiered System of Support</u> | <u>2</u> |
| <u>Risk Management Analyst</u> | <u>2</u> |

4. Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the superintendent or designee. The superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is also an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2CCR 18700.3)

1. Approve a rate, rule or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2CCR 187042.2, subsections (a) or (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code (2 CCR 18700.3). An individual participates in making a governmental decision when he or she acts within the authority of his or her position and negotiates, without significant substantive review, with a governmental entity or private person regarding a district decision, or advises or makes recommendations to the district's decision makers either directly or without significant intervening substantive review.

A consultant is also an individual who, pursuant to a contract with the district, makes a governmental

~~decision whether to (a) approve a rate, rule or regulation, (b) adopt or enforce a law, (c) issue, deny, suspend or revoke a permit, license application, certificate, approval, order, or similar authorization or entitlement, (d) authorizes the district to enter into, modify, or renew a contract provided it is the type of contract that requires district approval, (e) grant district approval to a plan, design, report, study, or similar item, (f) adopt or grant district approval of policies, standards, or guidelines for the district.~~

Disclosure Statement Filing

~~Each designated employee indicated in Nos. 1-3 above, including board members, shall file an annual statement disclosing investments, interests in real property and income required to be reported under the category or categories to which the employee's position is assigned. An investment, interest in real property, or income shall be reportable if the business entity in which the investment is held, the interest in real property, or source of income may foreseeably be affected materially by any decision made or participated in by the designated employee by virtue of his/her position. The business entity and/or the client must do business within the jurisdiction, plan to do business within the jurisdiction, or have done business within the jurisdiction during the two years prior to the time of statement. The specific disclosure categories are set forth below.~~

Category 1

~~1. Interests in real property located in whole or in part either (1) within the boundaries of the district, or (2) within two miles of the boundaries of the district, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property, if the fair market value of the interest is greater than \$2,000. (Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his/her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.) "Interest in real property" does not include the principal residence of the designated employee or board member or any other property which the designated employee or board member utilizes exclusively as his/her personal residence.~~

~~2. Investments or business positions in or income from sources which:~~

- ~~a. Are contractors or sub contractors which are or have been within the previous two year period engaged in the performance of building construction or designee within the district~~
- ~~b. Are engaged in the acquisition or disposal of real property within the jurisdiction~~
- ~~c. Manufacture or sell supplies, books, machinery or equipment of the type used by the district~~

~~Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interest.~~

~~Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his/her spouse owns directly, indirectly or beneficially a ten percent interest or greater.~~

~~Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any board or other debt instrument issued by any government or government agency.~~

~~No investment or interest in real property is reportable unless its fair market value exceeds \$2,000. No source of income is reportable unless the income received by or promised to the public official aggregates~~

\$500 in value during the preceding 12-month reporting period.

Category 2

Investments in or income from business entities which:

1. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
2. Manufacture or sell supplies, books, machinery, or equipment of the type utilized by the department for which the designated employee is manager or director.

SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

Effective: September 1, 1992

Revised: ___, 2021

San Juan USD

Board Policy

Conflict Of Interest Code

**BP 2300—
Administration**

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

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

General Policy Statement

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

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

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

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

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

~~(cf. 9270—Conflict of Interest)~~

Prohibitions Against Conflicts of Interest

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

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

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

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

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

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

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

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

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

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

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

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

- ~~b. All employees in designated positions shall file with the designated district representative a disclosure report (Form 700) within 30 days from the date their position is added to the list of designated employees or within 30 days of employment in a designated position; annually thereafter by March 15; and within 30 days of leaving their employment with the district. These forms shall be available for review by the public during regular office hours.~~
- ~~c. District officials shall be disqualified from making, participating in the making, or using their official position to influence the making of any decision whenever the official has a financial interest as defined above, which it is reasonably foreseeable may be affected materially by the decision, unless the matter could not legally be acted upon or decided without his or her participation.~~

Prohibitions on Appearance of Conflicts of Interest

- ~~1. An "appearance of conflict of interest" exists when the district official does not have a financial interest which would disqualify him or her from making, participating in or attempting to influence a decision, but the decision is nevertheless affected by personal reasons unrelated to the merits of the decision itself.~~
- ~~2. District officials shall not make, participate in making or attempt to influence a decision when they know or have a reason to know that to do so would involve the appearance of a conflict of interest, as defined by the paragraph above.~~
- ~~3. In those cases involving the actual or potential appearance of a conflict of interest, the employee shall be required to disclose the facts of the situation to his or her supervisor. The supervisor shall have the responsibility to determine whether or not the employee may participate in the decision. Such determination shall be reduced to writing.~~

Gifts

- ~~1. A "gift" is any item valued at \$50 or more offered to the district or a district employee or official. Gifts shall not include the reasonable value of meals or travel expenses or reimbursements when offered in return for and in relationship to the rendering of service by a district employee or official. (See paragraph 5, below.)~~
- ~~2. Individual district employees or officials shall not accept any gift as defined from any non-district employed business person or entity with whom the district does business or is considering doing business, if the business is in any way related to the employee's employment.~~
- ~~3. Any gifts shall be given to the district rather than individual employees or officials, for~~

~~distribution by the Superintendent or designee.~~

4. ~~No designated employee in his/her capacity as a district employee shall accept any honoraria for any speech given, article published, or attendance at any public or private gathering in accordance with law. (Government Codes 89501, 89502)~~
5. ~~Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation, except as described in Government Code 89506.~~

Vendor Conduct

1. ~~Purchasing transactions to acquire goods and services shall not be conducted with individuals who are district employees and shall not normally be conducted with persons who have financial ties to district employees. Exceptions must be approved by the Superintendent or designee.~~
2. ~~No business entity, including any agent of such entity, shall directly or indirectly contact any Board member immediately before or during the bidding process of any project on which the business entity intends to or has submitted a bid. Any vendor violating this policy shall be deemed disqualified from bidding. Should such contact come to light after the bid is awarded and the entity was deemed the successful bidder, the Board reserves the right to cancel any contract awarded, in which case, the vendor shall be liable for any damage incurred by the district. The Board shall exercise its best judgment for the benefit of the district in making a decision whether to proceed or not, depending on all of the facts and circumstances. This provision shall be included in every bidding packet so that every vendor is informed of this requirement.~~
3. ~~Vendors who wish to offer gifts as defined above shall offer them to the district, for distribution by the Superintendent or designee. If the vendor has a specific employee who the vendor would like to see have the gift, such preference and the reasons for that preference may be made known to the Superintendent, who shall not be bound by the preference unless the gift is made specifically conditional upon the use by that employee. The Superintendent may, in his or her discretion, accept or reject any gifts on behalf of the district.~~

Ethical Conduct

1. ~~In addition to the other provisions of this policy, all district employees are expected to gauge their conduct in light of the position of public trust in which school districts operate. No employee shall use district work time, equipment, supplies or support staff for any outside employment for which the employee receives any payment.~~
2. ~~Any employee asked to be a presenter at any meeting or workshop for which the employee receives any payment or honorarium, other than for travel reimbursement, may either keep the honorarium, in which case all preparation, travel and the presentation must be done on the employee's own time, through the use of vacation if necessary, or the employee must turn over the honorarium to the district.~~

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

~~(cf. 4132—Publication or Creation of Materials)~~

~~Disclosure and Enforcement~~

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

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

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

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

Legal Reference:

EDUCATION CODE

~~1006 Qualifications for holding office~~

~~35107 School district employees~~

~~35230-35240 Corrupt practices~~

~~35233 Prohibitions applicable to members of governing boards~~

~~41000-41003 Money received by school districts~~

FAMILY CODE

~~297.5 Rights, protections, and benefits of registered domestic partners~~

GOVERNMENT CODE

~~1090-1099 Prohibitions applicable to specified officers~~

~~1125-1129 Incompatible activities~~

~~81000-91015 Political Reform Act of 1974, especially:~~

~~82011 Code reviewing body~~

~~82019 Definition of designated employee~~

~~82028 Definition of gifts
82030 Definition of income
87100-87103.6 General prohibitions
87200-87210 Disclosure
87300-87313 Conflict of interest code
87500 Statements of economic interests
89501-89503 Honoraria and gifts
91000-91014 Enforcement~~

PENAL CODE

~~85-88 Bribes~~

CODE OF REGULATIONS, TITLE 2

~~18110-18997 Regulations of the Fair Political Practices Commission, especially:
18702.5 Public identification of a conflict of interest for Section 87200 filers~~

COURT DECISIONS

~~Khistoff v. Superior Court, (2007) 157 Cal.App.4th 469~~

~~Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655~~

~~Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511~~

ATTORNEY GENERAL OPINIONS

~~92 Ops.Cal.Atty.Gen. 26 (2009)~~

~~92 Ops.Cal.Atty.Gen. 19 (2009)~~

~~89 Ops.Cal.Atty.Gen. 217 (2006)~~

~~86 Ops.Cal.Atty.Gen. 138 (2003)~~

~~85 Ops.Cal.Atty.Gen. 60 (2002)~~

~~82 Ops.Cal.Atty.Gen. 83 (1999)~~

~~81 Ops.Cal.Atty.Gen. 327 (1998)~~

~~80 Ops.Cal.Atty.Gen. 320 (1997)~~

~~69 Ops.Cal.Atty.Gen. 255 (1986)~~

~~68 Ops.Cal.Atty.Gen. 171 (1985)~~

~~65 Ops.Cal.Atty.Gen. 606 (1982)~~

Management Resources:

CSBA PUBLICATIONS

~~Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010F~~

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

~~Can I Vote? A Basic Overview of Public Officials' Obligations under the Conflict of Interest Rules, 2005~~

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

~~Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009~~

~~Understanding the Basics of Public Service Ethics: Transparency Laws, 2009~~

WEB SITES

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

~~Fair Political Practices Commission: <http://www.fppc.ca.gov>~~

~~Institute of Local Government: <http://www.ca-ilg.org>~~

~~Policy SAN JUAN UNIFIED SCHOOL DISTRICT~~

~~adopted: June 9, 1992 Carmichael, California~~

~~Effective: September 1, 1992~~

~~Revised: October 19, 1993~~

~~Revised: June 14, 1994~~

~~Revised: April 18, 1995~~

~~Revised: February 11, 1997~~

~~Approved by Sacramento County Board of Supervisors: May 13, 1997~~

~~Administratively approved for County Board of Supervisors by Sacramento County Counsel:~~

~~October 23, 1998~~

~~Approved by the Sacramento County Board of Supervisors: December 5, 2000~~

~~Approved by Sacramento County Board of Supervisors: September 26, 2006~~

~~Revised: September 25, 2007~~

~~Approved by Sacramento County Board of Supervisors: October 23, 2007~~

~~Revised: June 23, 2009~~

~~Revised: September 28, 2010~~

~~Approved by Sacramento County Board of Supervisors: January 12, 2011~~

~~Approved by Sacramento County Board of Supervisors: December 4, 2018~~

~~Approved by Sacramento County Board of Supervisors: November 3, 2020~~

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

AGENDA ITEM: G-7

MEETING DATE: 08/24/2021

SUBJECT: Consolidated Application for Funding 2021-2022

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the submission of the 2021-2022 Consolidated Application for Funding to the California Department of Education (CDE) and State Board of Education (SBE).

RATIONALE/BACKGROUND:

California Education Code section 6400b requires districts to annually submit to the SBE an application for funding through the following federal programs:

- Title I (A) – Basic Grant to Support Low-Income Students
- Title II (A) – Supporting Effective Instruction
- Title III (A) – Language Acquisition and Equitable Outcomes for English learners
- Title III (A) – Immigrant Fund
- Title IV (A) – Student Support and Academic Enrichment Grants

In addition, the Consolidated Application reflects an accounting of the federal dollars expended during the previous grant cycle. The Consolidated Application for Funding Report is available for review in the superintendent's office.

ATTACHMENT(S):

A: Consolidated Application Expenditure Report for Activity Period: July 1, 2020, through June 30, 2021

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/16/2021

FISCAL IMPACT:

Current Budget: \$23,250,000

Additional Budget: \$ N/A

Funding Source: Federal funds

(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:

Crista Koch, Program Manager, Title I Program
Gwyn Dellinger, Director, Student Learning Assistance

APPROVED BY:

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

California Department of Education

San Juan Unified (34 67447 0000000)

Consolidated Application

Status: Certified
 Saved by: Crista Koch
 Date: 7/28/2021 8:06 AM

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|------------|
| Date of approval by local governing board | 08/24/2021 |
|---|------------|

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|----------------|
| DELAC representative's full name (non-LEA employee) | Lidia Melendez |
| DELAC review date | 05/20/2021 |
| Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee. | |
| DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters) | |

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|--|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | Yes |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | Yes |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

| | |
|---|-----|
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |
|---|-----|

*****Warning*****

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2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNDirang@cde.ca.gov, 916-323-5831
 Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

| | |
|--|-----------|
| Estimated English learner per student allocation | \$126.25 |
| Estimated English learner student count | 5,909 |
| Estimated English learner student program allocation | \$746,011 |

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

| | |
|--|-----------|
| Professional development activities | \$146,089 |
| Program and other authorized activities | \$31,686 |
| English Proficiency and Academic Achievement | \$31,687 |
| Parent, family, and community engagement | \$495,000 |
| Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation) | \$14,920 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$26,629 |
| Total budget | \$746,011 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

| | |
|--|-----------|
| Estimated immigrant per student allocation | \$157.20 |
| Estimated immigrant student count | 4,002 |
| Estimated immigrant student program allocation | \$629,114 |

Note: Eligibility criteria

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

| | |
|--|-----------|
| Authorized activities | \$594,076 |
| Direct administrative costs | \$12,582 |
| (Amount should not exceed 2% of the estimated immigrant student program allocation) | |
| Indirect costs | \$22,456 |
| (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | |
| Total budget | \$629,114 |

Warning

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

| 2021-22 Request for authorization | No |
|---|----|
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

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2021-22 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

/1: meaningful consultation occurred

/2: timely and meaningful consultation did not occur

/3: the program design is not equitable with respect to eligible private school children

/4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

*****Warning*****

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|-------------|
| 2020-21 Title II, Part A allocation | \$1,834,423 |
| Transferred-in amount | \$0 |
| Transferred-out amount | \$0 |
| 2020-21 Total allocation | \$1,834,423 |

Professional Development Expenditures

| | |
|---|-----------|
| Professional development for teachers | \$978,973 |
| Professional development for administrators | |
| All other professional development expenditures | |

Recruitment, Training, and Retention Expenditures

| | |
|---|--|
| Recruitment activities | |
| Training activities | |
| Retention activities | |
| All other recruitment, training, and retention expenditures | |

Miscellaneous Expenditures

| | |
|---|-------------|
| Class size reduction | |
| Administrative and indirect costs | \$138,022 |
| Equitable services for nonprofit private schools | \$44,302 |
| All other allowable expenditures and encumbrances | |
| Total expenditures and encumbrances | \$1,161,297 |
| 2020-21 Unspent funds | \$673,126 |

*****Warning*****

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2020-21 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNDirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

| | |
|---|-----------|
| 2020-21 Title III EL student program allocation | \$675,990 |
| Transferred-in amount | \$0 |
| 2020-21 Total allocation | \$675,990 |
| Object Code - Activity | |
| 1000-1999 Certificated personnel salaries | \$42,734 |
| 2000-2999 Classified personnel salaries | \$121,528 |
| 3000-3999 Employee benefits | \$87,033 |
| 4000-4999 Books and supplies | \$0 |
| 5000-5999 Services and other operating expenditures | \$0 |
| Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount) | \$0 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$11,359 |
| Total year-to-date expenditures | \$262,654 |
| 2020-21 Unspent funds | \$413,336 |

*****Warning*****

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2020-21 Title III Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

| | |
|---|-----------|
| 2020-21 Title III immigrant student program allocation | \$419,009 |
| Transferred-in amount | \$0 |
| 2020-21 Total allocation | \$419,009 |
| Object Code - Activity | |
| 1000-1999 Certificated personnel salaries | \$35,516 |
| 2000-2999 Classified personnel salaries | \$0 |
| 3000-3999 Employee benefits | \$11,358 |
| 4000-4999 Books and supplies | \$0 |
| 5000-5999 Services and other operating expenditures | \$0 |
| Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount) | \$0 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$2,119 |
| Total year-to-date expenditures | \$48,993 |
| 2020-21 Unspent funds | \$370,016 |

Warning

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2020-21 Title I, Part A Nonprofit Private School Students Served

This report collects nonprofit private school eligible students served by grade level (receiving Title I, Part A equitable services).

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeroose@cde.ca.gov, 916-323-0472

Students Served Count by Grade

| | |
|------------------------------|------------|
| Kindergarten Student Count | 10 |
| Grade 1 Student Count | 10 |
| Grade 2 Student Count | 9 |
| Grade 3 Student Count | 13 |
| Grade 4 Student Count | 10 |
| Grade 5 Student Count | 13 |
| Grade 6 Student Count | 10 |
| Grade 7 Student Count | 11 |
| Grade 8 Student Count | 6 |
| Grade 9 Student Count | 4 |
| Grade 10 Student Count | 8 |
| Grade 11 Student Count | 3 |
| Grade 12 Student Count | 6 |
| Students Served Total | 113 |

*****Warning*****

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2020-21 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNDirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

| | |
|---|-----------|
| 2020-21 Title III EL student program allocation | \$712,625 |
| Transferred-in amount | \$0 |
| 2020-21 Total allocation | \$712,625 |
| Object Code - Activity | |
| 1000-1999 Certificated personnel salaries | \$114,428 |
| 2000-2999 Classified personnel salaries | \$239,389 |
| 3000-3999 Employee benefits | \$193,736 |
| 4000-4999 Books and supplies | \$93 |
| 5000-5999 Services and other operating expenditures | \$61,531 |
| Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount) | \$6,390 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$27,535 |
| Total year-to-date expenditures | \$643,102 |
| 2020-21 Unspent funds | \$69,523 |

Warning

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2020-21 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

| | |
|---|-----------|
| 2020-21 Title III immigrant student program allocation | \$444,022 |
| Transferred-in amount | \$0 |
| 2020-21 Total allocation | \$444,022 |
| Object Code - Activity | |
| 1000-1999 Certificated personnel salaries | \$111,740 |
| 2000-2999 Classified personnel salaries | \$19,178 |
| 3000-3999 Employee benefits | \$34,646 |
| 4000-4999 Books and supplies | \$20,944 |
| 5000-5999 Services and other operating expenditures | \$37,125 |
| Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount) | \$3,982 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$10,108 |
| Total year-to-date expenditures | \$237,723 |
| 2020-21 Unspent funds | \$206,299 |

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2020-21 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , KDonnelly@cde.ca.gov, 916-319-0942

| | |
|---|-----------|
| 2020-21 Title IV, Part A LEA allocation | \$974,625 |
| Transferred-in amount | \$0 |
| Total funds transferred out of Title IV, Part A | \$0 |
| 2020-21 Title IV, Part A LEA available allocation | \$974,625 |
| Indirect cost reservation | \$42,148 |
| Administrative reservation | \$18,650 |
| Equitable services for nonprofit private schools | \$97,386 |
| 2020-21 Title IV, Part A LEA adjusted allocation | \$816,441 |

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

| | |
|--|--|
| Homeless liaison first name | Sandra |
| Homeless liaison last name | Butorac |
| Homeless liaison title | Program Manager, Student Support Services |
| Homeless liaison email address (Format: abc@xyz.zyx) | sbutorac@sanjuan.edu |
| Homeless liaison telephone number (Format: 999-999-9999) | 916-971-7017 |
| Homeless liaison telephone extension | |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 1.6 |

Homeless Liaison Training Information

Warning

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | Yes |

Homeless Education Policy and Requirements

| | |
|--|------------|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment | |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 01/09/2007 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment | |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

Title I, Part A Homeless Expenditures

| | |
|---|--------------|
| 2020-21 Title I, Part A LEA allocation | \$15,080,386 |
| 2020-21 Title I, Part A direct or indirect services to homeless children reservation | \$167,420 |
| Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children | \$200,000 |

Warning

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|---|--|
| Homeless services provided | San Juan USD identifies and enrolls students. Referrals to appropriate services are available to all homeless students. The district is committed to removing barriers to ensure students have equal opportunities. Monitoring of homeless students occur during school and while distance learning. Resources to improve academic outcomes are provided |
| (Maximum 500 characters) | |
| No expenditures or encumbrances comment | |

*****Warning*****

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2021-22 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

| School Name | School Code | Enrollment | Consultation Occurred | Was Consultation Agreement Met | Signed Written Affirmation on File | Consultation Code | School Added |
|--|-------------|------------|-----------------------|--------------------------------|------------------------------------|-------------------|--------------|
| Aldar Academy | 6937999 | 67 | Y | Y | Y | Y1 | N |
| Faith Christian Academy | 6918981 | 105 | N | | | | N |
| Freedom Christian | 6952865 | 64 | Y | Y | Y | Y1 | N |
| House of Bread Christian Academy | 6154587 | 116 | N | | | | N |
| Jesuit High School | 6938120 | 1021 | Y | Y | Y | Y1 | N |
| Odyssey Learning Center | 6914246 | 78 | Y | Y | Y | Y1 | N |
| Orangevale Seventh-day Adventist | 6976443 | 88 | N | | | | N |
| Our Lady of the Assumption School | 6976450 | 273 | Y | Y | Y | Y1 | N |
| Presentation of the Blessed Virgin Mary School | 6976492 | 175 | Y | Y | Y | Y1 | N |
| Sacramento Adventist Academy | 6938195 | 292 | N | | | | N |
| Sacramento Country Day School | 6938211 | 482 | Y | Y | Y | Y1 | N |
| Sacramento Waldorf School | 6938203 | 398 | Y | Y | Y | Y1 | N |
| Shalom School | 6904395 | 62 | Y | Y | Y | Y1 | N |
| St. Ignatius School | 6976583 | 333 | Y | Y | Y | Y1 | N |
| St. John the Evangelist | 6976591 | 210 | Y | Y | Y | Y1 | N |
| St. Mark's Lutheran Elementary | 6976617 | 51 | N | | | | N |
| St. Mel | 6976633 | 196 | Y | Y | Y | Y1 | N |
| St. Michael's Episcopal Day School | 6981914 | 195 | Y | Y | Y | Y1 | N |
| St. Philomene | 6976658 | 107 | Y | Y | Y | Y1 | N |

*****Warning*****

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2021-22 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

| School Name | School Code | Enrollment | Consultation Occurred | Was Consultation Agreement Met | Signed Written Affirmation on File | Consultation Code | School Added |
|------------------------------|-------------|------------|-----------------------|--------------------------------|------------------------------------|-------------------|--------------|
| Summit Christian School | 6167720 | 132 | Y | Y | Y | Y1 | N |
| /alley Christian Academy | 7072895 | 216 | Y | Y | Y | Y1 | N |
| /ictory Christian | 6938310 | 99 | N | | | | N |
| /ictory Christian Elementary | 6905269 | 109 | N | | | | N |

*****Warning*****

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|--|--------------------------|
| Authorized Representative's Full Name | Crista Koch |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Program Manager, Title I |
| Authorized Representative's Signature Date | 07/15/2021 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|--|--------------------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Crista Koch |
| Authorized Representative's Title | Program Manager, Title I |
| Authorized Representative's Signature Date | 07/15/2021 |
| Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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2021-22 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|---|---|
| County Office of Education (COE) or District | 09/15/2017 |
| For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| Direct Funded Charter | |
| Enter the adoption date of the current LCAP | |
| Authorized Representative's Full Name | Gwyn Dellinger |
| Authorized Representative's Title | Director of Student Learning and Assistance |

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

AGENDA ITEM: I-1

MEETING DATE: 08/24/2021

SUBJECT: Building Upon Last Year's Learning/
Chasing the Possibilities

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board receive a report on the learning that occurred at the July 30 School Leadership Meeting.

RATIONALE/BACKGROUND:

Each new school year offers possibility and opportunity for our students, staff and community. With much of the State and Federal government's attention, narrative, and resources being directed towards mitigating learning loss associated with the COVID-19 pandemic, school sites have more resources than ever before available to them to provide supplemental and support strategies for students. This year, as site leaders prepare for a return to full in-person learning, they were presented another narrative to consider as they get ready to welcome students, staff and families back to school. This report will delve into the idea of shifting the narrative from one of learning loss, to one of valuing and building upon the learning that occurred last year within families, communities and classrooms so that instruction is strengths-based, differentiated and culturally responsive.

ATTACHMENT(S):

A: Presentation

B: *Integrating the Science of Learning and Culturally Responsive Practice* by Zaretta Hammond (American Educator, Summer 2021)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/16/2021

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: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support *MBS*

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

Building Upon Last Year's Learning

Chasing the Possibilities

San Juan Unified School District
Board of Education
August 24, 2021



2021-22 System Priorities

Stakeholder Voice

Equity and Access

Continuous Improvement



Stakeholder Voice



San Juan Youth Voice Advocates (SJYVA) student panel discussion:

- Stories and experiences from last year
- Hopes and worries for this coming school year
- Advice for leaders as they prepare to open schools



San Juan Youth Voice Advocates

What we heard:



-  Take time to listen and hear us
-  Provide choice and differentiation
-  Consider multiple perspectives
-  Build community with clubs, sports and other activities
-  Don't be so focused on what we "lost" over the past year



Equity and Access

Integrating the Science of Learning and Culturally Responsive Practice

By Zaretta Hammond



American Educator, Summer 2021

Liberatory Education

“...positioning students to be leaders in their own learning by helping them increase their ability to actively improve their cognition.” (pg. 1)

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Race and Learning Loss

“The educational disparities went beyond the digital divide and access to technology: the more insidious gaps were in the ability of students to be independent learners during distance learning.”
(pg. 2)

“It is clear that prior to the pandemic, we failed to help the most marginalized, underperforming students strengthen their cognitive muscles through the process of productive struggle so they could carry more of the cognitive load, which left them unprepared for asynchronous learning situations (and challenges beyond high school). A majority of these students are children of color and from low-income families and neighborhoods.” (pg. 3)

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The Learning Loss Narrative

“Our dominant narratives around learning loss reveal that we are still oriented around a banking model of learning for Black and brown children; we see their minds as empty accounts into which we must deposit knowledge. We have framed these students as ‘behind,’ while blaming their teachers and families for not making enough standards-based content deposits. This narrative of learning loss takes a deficit view of home-based and community-based learning. It disregards what students have learned in other contexts and what they have learned in class that does not show up on standardized tests. It disregards their existing funds of knowledge and thus fails to recognize the strong foundations on which we could be building.” (pg. 3)



Something to Ponder

“How do we avoid post-COVID-19 instructional planning becoming a pedagogy of compliance in an effort to get students ‘caught up?’” (pg. 3)

What can we do from our leadership roles to avoid this deficit frame?



Shifting the Narrative

“Realizing that learning happens everywhere, maybe we should be asking different questions: As students devoted less time to traditional classroom-based learning, what did they gain from their home- and community-based learning? What they learned no doubt differs, but have students actually lost anything?

Our counter-narrative to learning loss begins with reframing this period as a time of family- and community-based learning. Children learned something. We need to welcome this new “off topic” knowledge back into the classroom as an asset. If we don’t, we send a dangerous message to students that “real” learning only happens in school. That message robs diverse students of the chance to recognize their own agency as learners.” (pg. 3)

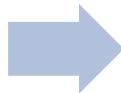


9

Shifting the Narrative

Learning Loss

- Deficit-based orientation
- Values what was lost or not taught



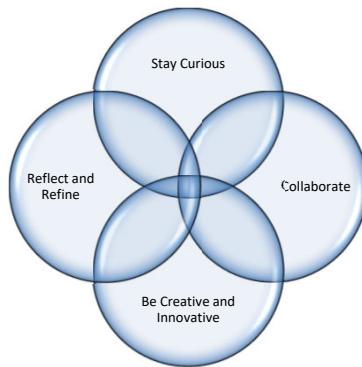
Building Upon Last Year's Learning

- Strengths-based orientation
- Values home and community based learning

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Continuous Improvement



In considering the key ideas of the article:

- What are some potential implications for our return to in-person learning?
- What are some ways we can lead with curiosity with our students, parents, and staff?
- How might curiosity help our diverse students become more powerful learners?



11

Questions and Board Discussion



12

Integrating the Science of Learning and Culturally Responsive Practice

By Zaretta Hammond



In August 2020, I welcomed 400 educators into my Culturally Responsive Education (CRE) by Design Online Professional Learning Community (PLC). This nine-month deep dive into redesigning instruction through a culturally responsive lens went beyond gimmicks and one-off activities. Then, in January 2021, we welcomed another 600 teachers, instructional coaches, and site leaders who wanted to participate. The CRE by Design virtual platform was a few years in the making, long before the pandemic.

I started playing with the idea in 2017, two years after I published *Culturally Responsive Teaching and the Brain*.¹ I wanted to share how the principles of cultural responsiveness, when coupled with the science of learning, can be leveraged for liberatory education—which means positioning students to be the leaders of their own learning by helping them increase their ability to actively improve their cognition.

This is something I learned firsthand when teaching writing to high school students and college freshmen. All of my classroom teaching career was devoted to expository writing. In my credential program, I focused only on writing instruction and reading development. Literacy was (and still is) personal to me. Why? My maternal grandparents who fled the Deep South in 1940 to California were illiterate. Because of Jim Crow segregation, they never got the opportunity to learn to read.

In my early days as an educator, as passionate as I was about helping students become powerful writers, I struggled to help my lowest-performing students of color improve their writing. Many came into my class with skill and knowledge gaps that made critical reading and effective academic writing hard. There was no amount of red ink on their papers that easily changed that reality.

So, I did two things. I stopped using my red pen to correct papers, and I began my own inquiry as teacher-researcher. I leaned into Lisa Delpit's seminal essay, "The Silenced Dialogue," which addressed equity and literacy issues for historically marginalized students.² I wanted to understand how to use the funds of knowledge³ my underprepared students brought with them as an asset to accelerate their growth as writers. I read Linda Christensen, a teacher-scholar with the Oregon Writing Project who went on to author *Reading, Writing, and Rising Up*, to help me reimagine what a writing class could look like for students of color that centered their language experiences and ways of learning rooted in collectivist cultural principles.⁴ Over time, with more responsive structures, processes, and routines in place, my writing students slowly became the leaders of their own learning. It was an outcome I went on to replicate

over and over again as a writing teacher. When I left the classroom to support equity efforts, I shared this knowledge as a coach and curriculum designer.

Now, this body of knowledge is at the core of the CRE by Design Online PLC. Our primary goal has been to use collaborative inquiry to deepen the effective implementation and impact of culturally responsive practice directly on student learning. We asked the bold question: How do we support historically marginalized students—particularly Black, Latinx, Pacific Islander, and Indigenous students—to be truly independent learners, not just compliant ones? Yet, try as we might, our conversations kept going back to remote learning issues, such as: Should students be able to have cameras off during instruction?



One day during a Zoom Q&A session, a teacher asked the question for the 100th time: “How do I get my students to turn on their cameras?”

“Why is that important to you?” I asked in the spirit of inquiry, trying to get to the real concern behind the question.

“Because it is,” she said adamantly. “I want to make sure they are doing what they are supposed to be doing—otherwise, they will fall behind.”

We then began to talk about how we can spark their intellectual curiosity instead of demanding cameras on. Curiosity, as I shared in *Culturally Responsive Teaching and the Brain*, stimulates neurotransmitters like dopamine that can entice students and pull them into learning rather than having us cajoling students to engage or making our interactions punitive. Still, there it was: the concern that students were falling behind, especially for students of color and students from under-resourced communities. This concern was coupled with the belief that doubling down on compliance was going to prevent what’s been dubbed “learning loss” during remote learning.

Fast forward to this moment, as we prepare for full-time in-person teaching and learning again. It feels like every day there has been a new national report about the damage done to student achievement as a result of “learning loss” during remote learning.⁵ Many believe that the academic impact of distance learning will have far-reaching effects that will likely exacerbate long-standing opportunity gaps and resulting inequities in academic achievement. Many school districts are preparing post-COVID-19 plans that are aimed at helping students not lose any more academic ground.

The Racialized Nature of the Learning Loss Conversation

Ironically, early in the pandemic, closing school buildings and sheltering in place (for all but essential workers) laid bare systemic racial inequities in education for children of color across grade levels. As a result of the racial justice reckoning happening alongside the COVID-19 pandemic, more educators were able to see the impact of gross inequities in education. The educational disparities went beyond the digital divide and access to technology: the more insidious gaps were in the ability of students to be independent learners during distance learning.

We had not prepared all students equally to be powerful self-directed learners.⁶ In some cases, we had relied too heavily on over-scaffolding instruction in the name of equitable access for our neediest students,

who are disproportionately children of color growing up in chronically and systemically under-resourced communities.⁷ For the students most in need of enriching learning experiences, we all too often impose a pedagogy of compliance⁸ that prizes orderliness and completing work over getting to understanding. This point was highlighted in a recent report, *The Opportunity Myth*, that summarized a study in which almost 1,000 lessons in five school districts were observed. It found that although 71 percent of students were doing what was asked in their assignments (with more than half receiving As and Bs), they were meeting grade-level standards only 17 percent of the time—mainly because the assignments did not ask for grade-level work.⁹

It is clear that prior to the pandemic, we failed to help the most marginalized, underperforming students strengthen their cognitive muscles through the process of productive struggle so they could carry more of the cognitive load, which left them unprepared for asynchronous learning situations (and for challenges beyond high school). A majority of these students are children of color* and from low-income families and neighborhoods.¹⁰

This reality became painfully obvious during the pandemic, when high numbers of African American, Latinx, Pacific Islander, and Indigenous students learning online from home (or wherever they could find an internet connection) found themselves in their *zone of frustration* rather than in their ideal *zone of proximal development*. Many simply disengaged from remote learning by turning their cameras off. Others, especially middle and high schoolers, stopped logging in altogether.

Now, COVID-19 learning loss is being compared with summer learning loss,¹¹ in which some students appear to lose about 25 to 30 percent of their content knowledge and skill between June and September¹² (despite some recent analyses questioning the widely accepted concept of summer slide¹³). My fear is that because of the way we talk about the problem, we will respond as we have in the past (particularly under No Child Left Behind) to disparities in academic achievement: double blocks of literacy and added time for mathematics, while dramatically reducing arts, science, social studies, and, in extreme cases, recess—all in the name of increasing literacy and math scores.¹⁴

How do we avoid post-COVID-19 instructional planning becoming a pedagogy of compliance in an effort to get students “caught up”?

Our dominant narratives around learning loss reveal that we are still oriented around a banking model of learning for Black and brown children; we see their minds as empty accounts into which we must deposit knowledge.¹⁵ We have framed these students as “behind,” while blaming their teachers and families for not making enough standards-based content deposits. This narrative of learning loss takes a deficit view of home-based and community-based learning. It disregards what students have learned in other contexts and what they have learned in class that does not show up on standardized tests. It disregards their existing funds of knowledge and thus fails to recognize the strong foundations on which we could be building.

We Need a Counter-Narrative to the Idea of Learning Loss

From cognitive science, we know that this banking model is not how learning works.¹⁶ Learning is the brain’s prime function—and all of us are wired for high intellectual performance and expansive, self-directed learning, if given the right conditions. Even when we are not aware of it, we are learning all the time—including outside of school. In addition to taking in new information and experiences, we integrate those new bits and pieces of information into our existing background knowledge and mental models (or

what cognitive scientists call *schema*). Realizing that learning happens everywhere, maybe we should be asking different questions: *As students devoted less time to traditional classroom-based learning, what did they gain from their home- and community-based learning? What they learned no doubt differs, but have students actually lost anything?*

Our counter-narrative to learning loss begins with reframing this period as a time of family- and community-based learning. Children learned something. We need to welcome this new “off topic” knowledge back into the classroom as an asset. If we don’t, we send a dangerous message to students that “real” learning only happens in school. That message robs diverse students of the chance to recognize their own agency as learners. In contrast, our counter-narrative embraces the notion of redesigning teaching and learning for liberatory education.

A Path Forward



What are the implications of liberatory education? How do we reimagine what teaching and learning can be as a result of the new bodies of knowledge students will bring with them? How do we avoid overcompensating with compliance-based practices just because our students’ funds of knowledge do not clearly meet a standards-based learning target? A recent white paper from the Aspen Institute proposes five principles¹⁷ to guide post-pandemic school planning.¹⁷ Here, I elaborate on three that are particularly relevant for us to keep in mind as we create instructional plans to revitalize learning and provide the enrichment all students need to reach their potential:

- View student success over multiple years.
- Use the science of learning to guide us.
- Set an agenda for innovation and continuous improvement.

View Student Success over Multiple Years

Let’s start with viewing student success over multiple years instead of grade by grade. We must prioritize helping students continue to grow as learners before focusing on covering particular grade-level content. Helping diverse students who are historically marginalized become more powerful learners is the endgame of equity. And, that is not going to happen if we are not making room in our curriculum and pacing guides for students to engage in the type of learning behaviors, like productive struggle and academic conversation, that grow the brain’s neural pathways.¹⁸ Over time, the brain’s complex network of neural pathways—what we have come to know as “background knowledge”—helps struggling learners do more rigorous and complex work. In short, the more you know, the easier it is to learn.¹⁹

Our long view of student success has to be twofold: helping students learn grade-level content while simultaneously coaching them to master essential “learn-how-to-learn” moves that allow them to accelerate their own knowledge and skill mastery over time. We cannot simply give these learn-how-to-learn moves to students. They are cultivated by the students over several years with the coaching support of the teacher and in the context of grasping challenging academic content (i.e., content that is worthy of students’ efforts).

Use the Science of Learning to Guide Us

To succeed in this acceleration, we will have to be guided by the science of learning. Based on my experience, it seems that many elementary school educators are familiar with the science of reading,¹⁸ but fewer have heard about the science of learning and development (though *American Educator*'s readers have long had the benefit of Daniel T. Willingham's column,¹⁹ "Ask the Cognitive Scientist"). It might seem like the new kid on the block in education circles, but its research foundation stretches back several decades. This body of knowledge we are calling *the science of learning* is summarized from cross-disciplinary studies highlighting the social and cognitive science behind how young people learn, develop, and grow their brain power to master complex skills.

One particularly compelling synthesis of emerging and established findings is offered by the Science of Learning and Development (SoLD) Alliance.²⁰ This growing partnership of education leaders, researchers, cognitive scientists, and their organizations is united in the belief that these findings present powerful lessons to transform our education systems (and other child-serving systems) to help young people reach their fullest social, emotional, and academic potential. To elevate the essential understandings from this rich body of research, the SoLD Alliance has articulated eight core findings (see the sidebar "Core Findings for Transforming Education" to the right).²¹ Four of these core findings—*malleability, context, meaning-making, and integration*—have immediate implications in our post-COVID-19 school design planning, so I draw on them in the discussion that follows, as we build a vision of liberatory education.

Set an Agenda for Innovation and Continuous Improvement

The first of SoLD's core findings—malleability—is critical for acting on the Aspen Institute's principle of continuous improvement and innovation as we plan for liberatory education. Malleability reminds us that the brain is highly adaptable and resilient. One's ability to learn does not stop, and adversity in life is not predictive of one's cognitive capacity. Our plans for moving past the effects of the pandemic should be inspired and energized by this understanding. While we will need to be sensitive to rebuilding community, repairing relationships with students and families, and helping some families and even whole neighborhoods process the trauma brought on by all the disruption, students are still able to embrace learning when it is purposeful, is joyful, and sparks curiosity.

Liberatory Education = Science of Learning + Culturally Responsive Practice



Although this social-emotional regrounding is essential for healing, it is not sufficient for achieving liberatory education, in which students lead their own learning. We also have to plan for more opportunities for accelerated learning. When I speak of accelerated learning, I am referring to the process of coaching students to expand their ability to process information more effectively and do more complex academic work in order to get more than a year's academic growth in a year's time. The ability of a student to learn new content at faster rates with deeper understanding is the hallmark of liberatory education.

It is only through powerful teaching that we can apprentice students to be active agents in their own learning. This process is going to require them to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process.²² I like to think of it as "watering up" instructional practices with the science of learning instead of watering them down with the compliance-oriented deficit views.

That is why any effort to accelerate learning to achieve greater equity and help all students reach their potential has to couple the science of learning with culturally responsive practice. These two together create a synergetic effect that promotes more equitable outcomes; their combination helps humanize and empower marginalized learners so that they have the social-emotional capacity to level up their learning. The SoLD Alliance's core finding of *integration* reminds us that learning depends on far more than the brain. The brain is nested within the body, and both are nested in a young person's physical, cultural, cognitive, and emotional environment. Feeling a sense of belonging and intellectual safety free of racial microaggressions is essential.

Connecting Culture and Cognition

Beyond just relationships, we will have to make the culture-cognition connection explicit.²³ Too many teachers (as well as professional development providers, professors of education, administrators, etc.) think of culture erroneously in terms of superficial multiculturalism; their intent is well-meaning, but their actions are often limited to promoting racial and social harmony in the classroom by offering a feel-good "It's a Small World" environment. Others see the limits of multicultural education and focus on social justice education. They add literature or topics to diversify the content in hopes of increasing diverse students' motivation, engagement, or self-esteem. As summarized in the "Distinctions of Equity" table below, both of these views dramatically underestimate the influence of culture and the instructional changes needed to engage in liberatory education.

Distinctions of Equity

It is important to distinguish between multicultural, social justice, and culturally responsive education when engaged in equity work to avoid confusing their particular purposes. Too often, these concepts are used interchangeably, but the distinctions outlined here show that they are neither equivalent nor a continuum. Educators cannot begin with multicultural education and believe it will lead to culturally responsive education (CRE). Why? CRE is focused on the cognitive development of underserved students. Multicultural and social justice education play supporting roles.



| MULTICULTURAL EDUCATION | SOCIAL JUSTICE EDUCATION | CULTURALLY RESPONSIVE EDUCATION |
|---|--|---|
| Focuses on celebrating diversity. | Focuses on exposing the social-political context that students experience. | Focuses on improving the learning capacity of diverse students who have been marginalized educationally. |
| Centers around creating positive social interactions across difference. | Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. | Centers around the affective and cognitive aspects of teaching and learning. |
| Diversity and inclusion efforts live here. | Anti-racist efforts live here. | Efforts to accelerate learning live here. |
| Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. | Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. | Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. |
| Social Harmony | Critical Consciousness | Independent Learning for Agency |

In reality, *culture*—how one makes meaning of the world based on shared beliefs, norms, cosmology, and so forth—is the software to the brain’s hardware. Cultural mental models, understandings, and experiences create cognitive “hooks” or reference points that help to organize our schema into a knowledge network that facilitates our understanding of how things work. Our cultural frames of reference reflect the ways our beliefs, knowledge, and behaviors are patterned on a neurological level.²⁴ The work of being a culturally responsive educator isn’t simply about diverse books or social justice curriculum topics. It’s about gaining insight into your students as learners and being able to craft cognitive hooks between their funds of knowledge and the standards-based content in authentic and meaningful ways that make learning sticky.

Master Moves for Liberatory Instruction



Our ultimate goal is to design learning so students become self-aware and self-directed as learners. Then they can grow their smarts and expand their intellectual capacity. In *Culturally Responsive Teaching and the Brain*, I offer instructional “master moves” that have a strong connection to the science of learning keys of context and meaning-making as training ground for accelerated learning. Of these master moves, the following three are critical for students to be knowledgeable, not just information filled:

- Expand background knowledge in context.

- Cultivate information processing skills with cognitive “studio” habits.
- Enrich word wealth through contextualized word study.

Expand Background Knowledge in Context

One way that so-called learning loss shows up is in shallow background knowledge. We have to resist thinking that the solution is just about feeding students more random, decontextualized facts and figures. For instruction to be truly liberatory and for learning to be sticky, it has to help students expand what they know, make deep connections across disciplines, and integrate new content into their existing funds of knowledge. This idea of expanding background knowledge is tied to the culturally responsive principle that says: *All new information must be coupled with existing funds of knowledge in order to be learned*. This is why we have to honor the things students have learned informally during the pandemic. New learning won’t stick if we don’t help students integrate it with their current understandings.

But, helping them make connections isn’t enough. We also need to focus on helping students build and expand their existing background knowledge consistently. Why? The science of learning tells us that background knowledge plays a significant and fundamental role in learning—including in critical thinking and reading comprehension.²⁵ When building a tall skyscraper, the taller the building, the deeper the hole for the foundation must be. The same holds true in education. The more rigorous and complex the learning, the deeper general background knowledge needs to be. Background knowledge is essentially about meaning-making.

The National Research Council’s findings in the seminal report *How People Learn*²⁶ shows that having background knowledge is not the same as having a collection of disconnected facts. Background knowledge is connected and organized around important concepts (reinforcing this key distinction is why I often use the terms *funds of knowledge* and *schema*).

One of the fastest ways to accelerate learning is to authentically build students’ background knowledge.²⁷ Here’s the rub: all new learning must be coupled with and integrated into existing knowledge *by the learner*, because only the student can build background knowledge.

To cultivate that expansion of background knowledge, teachers can create a variety of opportunities for students to learn new things that might interest them that can be related to the grade-level content they will be covering in future units. And to help broaden students’ interests, teachers can provide space in the curriculum for them to follow their curiosity, with a little scaffolding:

- *Create a Netflix-like resource list* of developmentally appropriate documentaries, nonfiction books, nature shows, and the like that are linked to the content standards. Ask students to offer titles of movies, graphic novels, and documentaries that they’ve devoured.
- *Let students choose content from the resource list* once or twice a month.
- *Gamify the process to encourage intellectual curiosity* that will keep students motivated. For example, use a 30-day challenge format or turn it into a scavenger hunt. Keep it nongraded (learning for the joy of learning).
- *Create fun ways for them to process the new information*. Ask them to relate it to what they already know using a thinking routine like “I Used to Think, but Now I Think.”

Cultivate Information Processing Skills with Cognitive “Studio” Habits

Although the expansion of background knowledge sounds simple enough, experienced teachers know that this process of integrating new and existing information and understandings is quite challenging. As the thinking routine described above hints at, sometimes prior knowledge is not accurate, which can hinder comprehension and integration of new knowledge. And, even when prior knowledge does not need to be corrected, often new knowledge is only partially understood, which also may hinder assimilation. To help the process of integrating new content with students' funds of knowledge, teachers need to coach students to develop internal cognitive routines for processing new content that are grounded in the craft and techniques of deep learning.

Building background knowledge and understanding new content requires turning inert facts and figures into usable knowledge. This calls for what I call "cognitive chewing" on the part of the student. In cognitive science, it's called information processing,²⁸ and it is at the heart of liberatory education. Students need a set of learning-how-to-learn "studio" habits that help them with the business of learning, just like artists develop a set of studio habits to sharpen their craft and technique around their chosen art forms—writing, sculpting, painting, etc.

Too often, when we deem students behind academically, we increase compliance measures and actually decelerate learning. We over-scaffold rather than coach students to engage in productive struggle to process the content. In contrast, liberatory practices grounded in the science of learning focus on building student independence through developing their own repertoire of studio habits.

Note that cognitive studio habits differ from the typical set of disposition-oriented "habits of mind" many teachers are familiar with.²⁹ Those are generalized dispositions toward thinking that are mindfully employed by characteristically intelligent, successful people when they are confronted with challenges during learning.

To help students to cultivate their own studio habits, and thereby improve their information processing skills, teachers can:

- *Coach students to be meta-strategic.* While the popular notion of metacognition focuses on being an observer of one's thinking in the moment, being *meta-strategic* focuses on cognitive planning and task analysis in order to size up the task and select the right cognitive tools and strategies for the job.³⁰
- *Provide adequate time for processing.* Cognitive scientists have long known that working memory (i.e., the mental space in which information processing happens) is limited—but what does this mean for teaching? Simply put, it means we need to pause active learning to give students time to chew on the new information and make connections with their existing knowledge. Honor this processing time. With our youngest students, it's helpful to pause and process every few minutes. With adolescents and young adults, pause and process at least every 20 minutes.
- *Provide visual processing tools.* Effective pausing and processing often requires more active manipulation of the content than we can provide students in a brief turn-and-talk structure. Common processes that add visual supports to ongoing verbal work,^{**} like sketchnoting, thinking maps, or thinking routines (such as "Parts, Purposes, and Complexities"³¹), can be external tools students add to their internal cognitive toolkit. Over time, these are used less often as external scaffolding tools, and the thinking routine or processing tool becomes a permanent internal cognitive structure in their brain for turning facts and figures from inert information into usable knowledge. The added benefit is that these visual processing tools become part of their lifelong toolkit for thinking through complex problems.

- *Offer students the option of choosing from a variety of tools.* Everyone doesn't have to use the same cognitive tool at the same time—though everyone should have the same opportunities to master a variety of tools. For liberatory education, each student is building a customized set of studio habits. When teachers have created time and space for this, it is easier to manage.

Enrich Word Wealth Through Contextualized Word Study

The way the brain organizes and maintains its schema is deeply related to authentic vocabulary development. Think of vocabulary richness as the brain's Google search engine. Deep background knowledge and word wealth go hand in hand. That is why our third master move is robust, contextualized word study.

When teaching vocabulary development, we have to resist the old school (pun intended) practice of only creating a word wall and not interacting with it or merely front-loading vocabulary without ever talking about those words during a lesson. That's not how we learn words. We learn them actively in context. Our brain uses the three branches of word study for this process: *word play*, *word consciousness*, and *word knowledge*. This is where the science of learning intersects with the science of reading. When our vocabulary expands, we become better thinkers, stronger readers, and more powerful writers. Why? Because words themselves are a form of background knowledge. When word wealth is developed in context, students are not merely learning vocabulary, they are mastering terms that represent whole bodies of knowledge. These are known as "concept words." Take the word *democracy*, for example. A second-grader may learn about democracy with a teacher who engages the children in deciding what their classroom rules will be or by connecting to community norms they are learning at home. An eighth-grader in a US history course may come to understand the complicated aspects of democracy from America's Jim Crow era through the passage of the Voting Rights Act in 1965. And a 12th-grader in an American civics course may grapple with the strengths and weaknesses of our democracy today in light of globalization.

We have to help students build "word wealth" as part of an ongoing process of building cognitive capacity. The key is making it fun and letting students own the process as their curiosity takes them down different paths based on their own community context. Here are some key tenets of word learning:

- *Play with words* to stimulate intellectual curiosity about how words work using games like Taboo and providing time for students to explore the words that catch their interest.
- *Introduce morphology* to students to highlight word knowledge and help them tune into roots, prefixes, and suffixes. Make it a regular practice with each new unit. Begin with word curiosities to spark interest.
- *Build word consciousness* through the study of word evolution in engaging ways. For example, students can trace the evolution of slang terms across generations and regions through oral interviews (or Zoom chats) with aunts, uncles, and cousins in different age ranges and parts of the country or world.
- *Create explicit bridges between vocabulary development and the other master moves* described earlier. Coach students to always notice and name similarities and differences in how language is used between their community and school contexts. As students consume the offerings from the Netflix-style resource list for expanding their background knowledge, get them to track new words as well as how familiar words are used in new ways. Teach them to use visual tools specifically for word learning, like a Frayer Model graphic organizer³² or concept mapping, as part of their cognitive studio habits to capture words into their own personal dictionaries. Above all, cultivate a culture of word learning that builds collective word wealth over time.

Conclusion



Many schools will be looking to the science of learning and culturally responsive practice to improve teaching and learning and ameliorate post-COVID-19 learning loss. Yet, so many existing pre-COVID-19 structures, processes, and supposed “best practices” run counter to what we understand about information processing and the eight core findings from the science of learning and development. In addition, there are still myths and misconceptions about culture and the role it plays in learning. We too often reduce culturally responsive teaching to relationships, motivation, or engagement. In reality, it carries the blueprint for liberatory education by helping historically marginalized students who are underperforming to engage in deeper learning by expanding their brain power. We don’t want to miss the moment. Students have been continuously learning during the pandemic at home and in their communities. We have to honor this new knowledge. We have to learn to leverage it wisely.

This simply means that as classroom teachers, instructional coaches, and school site leaders, we will need to be in a continuous process of unlearning, relearning, and reflecting in ways that empower students to be the leaders of their own learning.

Zaretta Hammond([link is external](#)), a former writing teacher, has been a national education consultant for more than two decades. She is the author of Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students and a member of the Center for the Collaborative Classroom’s Board of Trustees. Previously, she worked with the National Equity Project.

*As explained in “[Suppressed History: The Intentional Segregation of America’s Cities](#)” in the Spring 2021 issue of *American Educator*, Black families were prevented from buying homes and building wealth. ([return to article](#))

[†]The five principles are “ensure equity and engagement,” “take a holistic view to set a coherent strategy,” “ground the work in the science of learning,” “take a long-term view of student success,” and “embed an innovation and learning agenda.” The white paper is available for free [here](#)([link is external](#)). ([return to article](#))

[‡]To ensure your knowledge of the science of reading is up to date, see [Teaching Reading Is Rocket Science, 2020](#) by Louisa C. Moats. ([return to article](#))

[§]For the latest installment, see [here](#). For the free online archive, see [here](#). ([return to article](#))

^{**} Combining visual and verbal processing, while avoiding the pitfalls of accidentally distracting students, can be tricky. For guidance, see “[Sparking Interest, Reducing Learning?](#)” in the Fall 2020 issue of *American Educator*. ([return to article](#))

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Core Findings for Transforming Education

By the Science of Learning and Development (SoLD) Alliance

All children can learn and thrive. Many people who work with children believe this to be true. But the science of learning and development shows that this idea is more than just a belief. It's a scientific truth—and, more importantly, it's a foundation upon which we can design and build learning environments and educational systems so that every young person can achieve their full potential.

In recent years, the science of how young people learn, develop, grow, and come to master complex skills has advanced substantially. This knowledge is critical for the education of all children, but it is especially powerful in creating educational equity where we have fallen short in the past. We may profess to believe that all children are capable of learning, but our educational practices and policies too often reflect the opposite, including marginalizing those who don't respond to "traditional" K–12 educational approaches.

The Science of Learning and Development (SoLD) Alliance has articulated eight initial core findings, shown in the figure below, that have significant implications for our education systems. It should be emphasized that these findings are overlapping and need to be understood together in an integrated way. This list of key findings is, and always should be, a work in progress. As the science of learning and development advances, and our work expands, we will learn and say more about these and other findings, and their implications.

The science is clear and full of promise: all children can learn and thrive if we transform how we educate and develop them. This transformation will take considerable thought, effort, and courage. However, with science guiding our path, there is no reason we cannot rise to the challenge and create education systems that help all children reach the heights of their enormous potential.

There is tremendous promise in the work being done on many fronts by leaders and practitioners within the research community and in the education and youth-serving fields that demonstrates what is possible for all children. If we build the right systems—with the best knowledge and stakeholder engagement, and continuously improve based on what we know about how children learn and develop—then each young person can not only succeed in school but also find their path in life. The opportunities they find will match their individual talents and interests, and they will thrive in and contribute to their communities, benefiting us all. Building these systems is an urgent, immediate, and long-term venture, and the science of learning and development can help show the way.



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

AGENDA ITEM: I-2

MEETING DATE: 08/24/2021

SUBJECT: 2021-2022 Start of School

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board receive a report on the opening of the 2021-2022 school year.

RATIONALE/BACKGROUND:

The start of school signals possibility and opportunity for students, families, schools, district staff and the community. This year is no exception as we open our schools, programs and classrooms in a full in-person learning format for the first time since March 2020, while also providing other learning options for students and families. The intent of this report is to share with the board how we build positive school and district cultures while navigating the COVID-19 pandemic, knowing that the first day of school serves as the foundation for a year of learning and growing.

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/16/2021

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: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support *M.B.*

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

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

AGENDA ITEM: I-3

MEETING DATE: 08/24/2021

SUBJECT: TK-12 Independent Study Revised
Board Policy (BP) 6158

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board discuss the revised TK-12 Independent Study BP 6158.

RATIONALE/BACKGROUND:

Assembly Bill (AB) 130, which was signed into law in July, 2021, makes changes to independent study (IS). For the 2021–2022 school year only, school districts and COEs are required to offer IS as an educational option (*Education Code [EC] Section 51745*). Additional changes include IS offering requirements, a provision for waivers of the offering requirements, as well as required parent notification, pupil-parent-educator conferences, and additions to board policies and written agreements.

ATTACHMENT(S):

A: Redlined BP 6158

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/16/2021

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, Assistant Superintendent, Secondary Education and Programs ^{KS}
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APPROVED BY:

Melissa Bassanelli, Deputy Superintendent, Schools and Student Support ^{MB}
Kent Kern, Superintendent of Schools ^{KK}

San Juan USD

Board Policy Independent Study

BP 6158 Instruction

The Governing Board recognizes its responsibility for the education of all students in the school system. The Board authorizes the Superintendent to establish independent study as an alternative instructional strategy by which all enrolled students in grades TK-12, K-8 Home School Program, adult education, and TK-12 dependent charter school independent study may reach curriculum objectives and fulfill graduation requirements outside of the regular classroom setting. However, independent study is an optional educational alternative in which no student shall be required to participate. The terms "student" and "pupil" are used synonymously to represent TK-adult participants as described above unless otherwise noted.

The primary purpose of independent study is to offer a means of individualizing the educational plan for students whose needs may best be met through study outside of the regular classroom instructional setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. Independent study may be used by all students who are motivated to achieve educationally as well as or better than they would in the regular classroom. Independent study may be used to encourage students to stay in school.

The superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Independent study is a continuously voluntary educational alternative in which no student shall be required to participate.

No course required for high school graduation shall be offered exclusively through independent study.

Independent study may be provided to students suspended or expelled in accordance with Education Code section 48915, only if the student is offered a classroom option.

The district shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the student is enrolled as is available to all other students in the school.

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code section

44865 or an emergency credential pursuant to Education Code section 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code section 51747.5)

Students requesting independent study on a part time or full time basis and their parents/guardians/caregivers should recognize that independent study at the elementary and middle school levels realistically must emphasize a commitment on the part of the student's parents/guardians/caregivers and others who may assist directly with instruction. At the secondary level, the major commitment must be made by the student, assisted or supported as necessary by parents/guardians/caregivers/certificated employees and others who may assist directly with instruction.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code section 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code section 51745)

For the 2022-23 school year and thereafter, the superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code section 51747)

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code section 52060**
- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments**
- 3. Learning required concepts, as determined by the supervising teacher**

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code section 51747)

The superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code section 51747)

- 1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction**
- 2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction**
- 3. For students in grades 9-12, opportunities for at least weekly synchronous instruction**

The superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code section 51747)

- 1. Verification of current contact information for each enrolled student**
- 2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation**
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary**
- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being**

The superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code section 51747)4

A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the student's permanent record.

The superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code sections 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and re-enrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code section 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code section 51747)

Written Agreements and Contracts

The Superintendent or designee shall ensure that each participating student has a signed written independent study agreement on file with the district or on file with the dependent charter school for each K-12 charter school student with all the required elements/components as prescribed by Education Code section 51747. **For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.** Individual independent study agreements and any subordinate contracts must be consistent with the district's adopted course of study.

Procedures may be established to ensure that the appropriate level of understanding and preparation exist to meet the conditions of the independent study agreement prior to its approval by the designated certificated representative of the district.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code sections 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code section 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code section 48915 or section 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having

responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code section 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

To foster each student's success in independent study, the maximum length of time which may elapse between the time the assignment is made and the date by which the student must complete the assigned work shall be as follows:

* For students in kindergarten and grades one through eight, two weeks; and

* For students in grades nine through twelve, and adult education students, three weeks; except, when special or extenuating circumstances justify a longer time, a period not to exceed eight weeks may be approved by the Superintendent or designee pursuant to a written request, with justification, for individual students; and

* For students in K-12 dependent charter school independent study programs, up to 20 days; except, when special or extenuating circumstances justify a longer time, a period not to exceed eight weeks may be approved by the Superintendent or designee pursuant to a written request, with justification, for individual students.

When any K-12, K-8 Home School Program, or adult education independent study student fails to complete two consecutive independent study assignments during any period of 15 school days, the Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain on independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the student's permanent record.

When any K-12 dependent charter school independent study student fails to complete independent study assignments during any two periods of 20 school days such that their attendance falls below the minimum percentage of attendance stated on the master agreement, the Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain on independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the student's permanent record.

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment

or disenrollment from independent study. (Education Code sections 51745.5, 51747, 51749.5)

Records for Audit Purposes

The superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code section 51748; 5 CCR 11703)

- 1. A copy of the board policy, administrative regulation, and other procedures related to independent study**
- 2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education**
- 3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher**
- 4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons**
- 5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code sections 51745.6 and 51749.5 (Education Code sections 51745.6 and 51749.5)**
- 6. Appropriate documentation of compliance with the requirements pursuant to Education Code section 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code section 44865 or an emergency credential pursuant to Education Code section 44300 (Education Code section 51747.5)**

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as non participatory for that school day. (Education Code section 51747.5)

The superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code section 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code section 51747)

Program Evaluation

The superintendent or designee shall annually report to the board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the board and superintendent shall determine areas for program improvement as needed.

The Superintendent or designee shall establish administrative regulations to implement independent study accordance with law.

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

| <u>State References</u> | <u>Description</u> |
|--------------------------------|---|
| <u>5 CCR 11700-11703</u> | <u>Independent study</u> |
| <u>5 CCR 19819</u> | <u>State audit compliance</u> |
| <u>Ed. Code 17289</u> | <u>Exemption for facilities</u> |
| <u>Ed. Code 41976.2</u> | <u>Independent study programs; adult education funding</u> |
| <u>Ed. Code 42238</u> | <u>Revenue limits</u> |
| <u>Ed. Code 42238.05</u> | <u>Local control funding formula; average daily attendance</u> |
| <u>Ed. Code 44865</u> | <u>Qualifications for home teachers</u> |
| <u>Ed. Code 46200-46208</u> | <u>Incentives for longer instructional day and year</u> |
| <u>Ed. Code 46300-46307.1</u> | <u>Methods of computing average daily attendance</u> |
| <u>Ed. Code 47612.5</u> | <u>Charter schools operations, general requirements</u> |
| <u>Ed. Code 48204</u> | <u>Residency requirements for school attendance</u> |
| <u>Ed. Code 48206.3</u> | <u>Home or hospital instruction; students with temporary disabilities</u> |
| <u>Ed. Code 48220</u> | <u>Classes of children exempted</u> |
| <u>Ed. Code 48340</u> | <u>Improvement of pupil attendance</u> |
| <u>Ed. Code 48915</u> | <u>Expulsion; particular circumstances</u> |
| <u>Ed. Code 48916.1</u> | <u>Educational program requirements for expelled students</u> |
| <u>Ed. Code 48917</u> | <u>Suspension of expulsion order</u> |
| <u>Ed. Code 49011</u> | <u>Student fees</u> |

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| <u>Ed. Code 51225.3</u> | <u>High school graduation</u> |
| <u>Ed. Code 51745-51749.6</u> | <u>Independent study</u> |
| <u>Ed. Code 52522</u> | <u>Adult education alternative instructional delivery</u> |
| <u>Ed. Code 52523</u> | <u>Adult education as supplement to high school curriculum; criteria</u> |
| <u>Ed. Code 56026</u> | <u>Individual with exceptional needs</u> |
| <u>Ed. Code 58500-58512</u> | <u>Alternative schools and programs of choice</u> |
| <u>Fam. Code 6550</u> | <u>Authorization affidavits</u> |
| <u>Federal References</u> | <u>Description</u> |
| <u>20 USC 6301</u> | <u>Highly qualified teachers</u> |
| <u>Management Resources References</u> | <u>Description</u> |
| <u>California Department of Education Publication</u> | <u>Elements of Exemplary Independent Study</u> |
| <u>Court Decision</u> | <u>Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365</u> |
| <u>Education Audit Appeals Panel Decision</u> | <u>Lucerne Valley Unified School District, Case No. 03-02 (2005)</u> |
| <u>Website</u> | <u>California Consortium for Independent Study</u> |
| <u>Website</u> <u>California Department of Education, Independent Study Website</u> | <u>Education Audit Appeals Panel</u> |
| <u>Cross References</u> | <u>Description</u> |
| <u>0410</u> | <u>Nondiscrimination In District Programs And Activities</u> |
| <u>0420.4</u> | <u>Charter School Authorization</u> |
| <u>0420.4</u> | <u>Charter School Authorization</u> |
| <u>0470</u> | <u>COVID-19 Mitigation Plan</u> |
| <u>0500</u> | <u>Accountability</u> |
| <u>3260</u> | <u>Fees And Charges</u> |
| <u>3260</u> | <u>Fees And Charges</u> |
| <u>3580</u> | <u>District Records</u> |
| <u>3580</u> | <u>District Records</u> |
| <u>4112.2</u> | <u>Certification</u> |
| <u>4112.2</u> | <u>Certification</u> |
| <u>4131</u> | <u>Staff Development</u> |
| <u>5111.1</u> | <u>District Residency</u> |
| <u>5111.1</u> | <u>District Residency</u> |
| <u>5112.3</u> | <u>Student Leave Of Absence</u> |
| <u>5112.3</u> | <u>Student Leave Of Absence</u> |
| <u>5113</u> | <u>Absences And Excuses</u> |

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| <u>5113</u> | <u>Absences And Excuses</u> |
| <u>5121</u> | <u>Grades/Evaluation Of Student Achievement</u> |
| <u>5121</u> | <u>Grades/Evaluation Of Student Achievement</u> |
| <u>5125</u> | <u>Student Records</u> |
| <u>5125</u> | <u>Student Records</u> |
| <u>5126</u> | <u>Awards For Achievement</u> |
| <u>5126</u> | <u>Awards For Achievement</u> |
| <u>5144.1</u> | <u>Suspension And Expulsion/Due Process</u> |
| <u>5144.1</u> | <u>Suspension And Expulsion/Due Process</u> |
| <u>5146</u> | <u>Married/Pregnant/Parenting Students</u> |
| <u>5147</u> | <u>Dropout Prevention 6000 Concepts And Roles 6011 Academic Standards</u> |
| <u>6111</u> | <u>School Calendar</u> |
| <u>6112</u> | <u>School Day</u> |
| <u>6112</u> | <u>School Day</u> |
| <u>6142.4</u> | <u>Service Learning/Community Service Classes</u> |
| <u>6143</u> | <u>Courses Of Study</u> |
| <u>6143</u> | <u>Courses Of Study</u> |
| <u>6146.1</u> | <u>High School Graduation Requirements</u> |
| <u>6146.1</u> | <u>High School Graduation Requirements</u> |
| <u>6146.11</u> | <u>Alternative Credits Toward Graduation</u> |
| <u>6146.11</u> | <u>Alternative Credits Toward Graduation</u> |
| <u>6152</u> | <u>Class Assignment</u> |
| <u>6157</u> | <u>Distance Learning</u> |
| <u>6159</u> | <u>Individualized Education Program</u> |
| <u>6159</u> | <u>Individualized Education Program</u> |
| <u>6162.5</u> | <u>Student Assessment</u> |
| <u>6162.51</u> | <u>State Academic Achievement Tests</u> |
| <u>6162.51</u> | <u>State Academic Achievement Tests</u> |
| <u>6164.5</u> | <u>Student Success Teams</u> |
| <u>6164.5</u> | <u>Student Success Teams</u> |
| <u>6172</u> | <u>Gifted And Talented Student Program</u> |
| <u>6172</u> | <u>Gifted And Talented Student Program</u> |
| <u>6181</u> | <u>Alternative Schools/Programs Of Choice</u> |
| <u>6181</u> | <u>Alternative Schools/Programs Of Choice</u> |
| <u>6183</u> | <u>Home And Hospital Instruction</u> |

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|-------------|------------------------------------|
| <u>6184</u> | <u>Continuation Education</u> |
| <u>6184</u> | <u>Continuation Education 6185</u> |
| | <u>Community Day School</u> |
| <u>6185</u> | <u>Community Day School</u> |
| <u>6200</u> | <u>Adult Education</u> |
| <u>6200</u> | <u>Adult Education</u> |

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

42238 Revenue limits

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

47612.5 Independent study in charter schools

48204 Residency based on parent employment

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

56026 Individuals with exceptional needs

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:

CDE PUBLICATIONS

Independent Study Operations Manual, 2000 edition

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

effective: September 1, 1992

revised: December 12, 2006

revised: December 15, 2009

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

AGENDA ITEM: I-4

MEETING DATE: 08/24/2021

SUBJECT: Public Hearing: Temporary Interfund Borrowing of Cash

CHECK ONE:

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

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board hold a public hearing, review and adopt Resolution No. 3073 to permit temporary interfund borrowing of cash.

RATIONALE/BACKGROUND:

Temporary interfund borrowing of cash is permitted by Education Code section (E.C.) 42603 for K-12 districts.

E.C. 42603 states:

... the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 85 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

This action would only be necessary should any fund have a temporary shortage of cash. Funds included:

| | | |
|------------------------|-------------------------|---|
| General Fund | Deferred Maintenance | Measure N Building Fund |
| Charter Schools Fund | Self-Insurance Fund | Measure P Building Fund |
| Adult Education Fund | Building Fund | Capital Facilities Fund |
| Child Development Fund | Measure S Building Fund | Special Reserve Fund – Capital Outlay Project |
| Cafeteria Fund | Measure J Building Fund | |

ATTACHMENT(S):

A: Resolution No. 3073

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 08/16/2021

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: Kristi Blandford, Director, Fiscal Services
Jennifer Stahlheber, Chief Financial Officer 

APPROVED BY: Kent Kern, Superintendent of Schools 

San Juan Unified School District
RESOLUTION NO. 3073

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUND MONEYS**

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the San Juan Unified School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for fiscal year 2021-2022 to temporarily transfer funds between the following funds provided that all transfers are approved by the superintendent or his designee:

| | |
|------------------------|---|
| General Fund | Building Fund |
| Charter Schools Fund | Measure S Building Fund |
| Adult Education Fund | Measure J Building Fund |
| Child Development Fund | Measure N Building Fund |
| Cafeteria Fund | Measure P Building Fund |
| Deferred Maintenance | Capital Facilities Fund |
| Self Insurance Fund | Special Reserve Fund – Capital Outlay Project |

PASSED AND ADOPTED by the Governing Board on August 24, 2021, by the following vote:

Attest to this 24th day of August, 2021

Paula Villescaz, President

Kent Kern
Superintendent of Schools

Michael McKibbin, Ed.D., Vice President

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

Zima Creason, Clerk

Pam Costa, Member

Saul Hernandez, Member

STATE OF CALIFORNIA
COUNTY OF SACRAMENTO

I, Kent Kern, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 24th day of August, 2021.

Clerk/Secretary of the Governing Board

**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2021-2022**

SEPTEMBER 14

| | |
|--|-------------------------|
| <i>Meet and Greet (before board meeting)</i> | Oropallo |
| Recognition: 2022 Teachers of the Year – A | Oropallo |
| Summer School/Partnerships – R | Schnepf/Townsend-Snider |
| Enrollment Update/Trends – R | Camarda |
| 2020-2021 Unaudited Actuals and 2021-2022 Revised Budget – A | Stahlheber |
| Public Hearing: Conveyance of Easement at Barrett MS to Carmichael Water District – A [Discussed 08/10/21] | Camarda |
| Public Hearing: Conveyance of Easement at Del Campo HS to Carmichael Water District – A [Discussed 08/10/21] | Camarda |
| *Resolution: GANN Limit – A | Stahlheber |
| *Revisions to BP 6158 Independent Study – A [Discussed 08/24/21] | Schnepf |

SEPTEMBER 28

| | |
|---|-------------------------|
| Recognition: Week of the School Administrator (Oct. 10-16) – A | Oropallo |
| K-8 Schools Update – D | Townsend-Snider |
| Independent Study/Homeschool Update – R | Schnepf/Townsend-Snider |
| Construction Update – R | Camarda |
| Public Hearing: Sufficiency of Textbooks and Instructional Materials and Adoption of Resolution – A | Schnepf |
| CSBA Directors-at-Large Nominations – D/A | Board |
| *2021-2022 School Plans for Student Achievement (SPSAs) – A | Calvin |

OCTOBER 12

| | |
|---|------------|
| WORKSHOP: Open Enrollment – D | Kern |
| ESSER/Expanded Learning Opportunities Grant – D | Bassanelli |
| Diverse Workforce Initiative Update – R | Oropallo |
| Williams Complaint Report – R | Simlick |

OCTOBER 26

| | |
|--|------------|
| Recognition: School Psychology Awareness Week (Nov. 8-12) – A | Calvin |
| Encina Update – D | Bassanelli |
| School Start Times 2022-2023 – D | Camarda |
| ESSER/Expanded Learning Opportunities Grant – A [Discussed 10/12/21] | Bassanelli |
| Variable Term Waivers – A | Oropallo |
| Assignment of Teachers Outside Regular Base Credential – A | Oropallo |
| Provisional Internship Permits – A | Oropallo |

NOVEMBER 16 (3rd Tuesday)

| | |
|--|---------|
| WORKSHOP: Governance Transition to Seven Board Members – D | Kern |
| Special Education/CCEIS Plan – D | Calvin |
| Katherine Johnson Middle School Facilities – D | Camarda |
| Set Annual Organizational Meeting – A | Board |

DECEMBER 14

| | |
|--|------------|
| Annual Organizational Meeting – A | Board |
| Expanded Learning Opportunities Update (Elementary) – R | Bassanelli |
| Social Emotional Wellness Update – R | Calvin |
| 2020-2021 Audit Report – A | Stahlheber |
| 2021-2022 First Interim & Budget/Financial Status Report – A | Stahlheber |
| Special Education/CCEIS Plan – A [Discussed 11/16/21] | Calvin |
| Minimum Wage Increase (CSEA, Teamsters) – A | Oropallo |
| Minimum Wage Increase (Short Term, Temporary) – A | Oropallo |
| Governance Handbook Annual Update – D/A | Board |

JANUARY 11

Family and Community Engagement Update – R

Allen

Simlick

Williams Complaint Report – R

Simlick

Annual Policy Review – D

BP 3430 Investing and Debt Management

BP 5116.1 Intradistrict Open Enrollment

BP 6145 Extracurricular/Cocurricular Activities

BP 6020 Parent Involvement and Family Engagement

*Resolution: Emergency Contracting – A

Stahlheber

*Resolution: Authorized Signature - Power to Contract on Behalf of the District – A

Stahlheber

*Resolution: Delegating Signature Authorization to the Superintendent – A

Stahlheber

JANUARY 25

Recognition: 2022 Classified Employees of the Year – A

Oropallo

Recognition: National School Counseling Week (Feb. 7-11) – A

Schnepp

Technology Update – R

Skibitzki

LCAP Supplemental Update – A

Bassanelli/Stahlheber

LCAP Supplemental Update Choices Charter School – A

Ginter

*School Accountability Report Cards (SARCs) – A

Bassanelli

*Annual Policy Review [Discussed 01/11/22] – A

Simlick

BP 3430 Investing and Debt Management

BP 5116.1 Intradistrict Open Enrollment

BP 6145 Extracurricular/Cocurricular Activities

BP 6020 Parent Involvement

FEBRUARY 15 (3rd Tuesday)

Recognition: Arts Education Month (March) – A

Townsend-Snider

Recognition: National School Social Work Week (Mar. 6-12) – A

Calvin

English Learner/Refugee Update – R

Calvin

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

MARCH 8

Career Technical Education Update – R

Schnepp

Second Interim Budget Report – R

Stahlheber

Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/15/22]

Oropallo

Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/15/22]

Oropallo

Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/15/22]

Oropallo

2022 CSBA Delegate Assembly Election – A

Board

*Consolidated Application, Winter Report 2022 (Part II) – A

Calvin

*Resolution: School Board Election Order – A

Kern

MARCH 22

Recognition: Week of the Young Child (Apr. 2-8) – A

Townsend-Snider

Discovery Club Update – D

Townsend-Snider

Schnepp

Instructional Materials Adoptions – D

Schnepp

New High School Courses – D

Schnepp

*Head Start and Early Head Start Grant Application 2022-2023 – A

Townsend-Snider

*Audit Report for Measures J, N, P and S – A

Stahlheber

APRIL 5 (1st Tuesday)

Williams Complaint Report – R

Simlick

Proposed Board Meeting Dates for 2022-2023 – A

Board

*Instructional Materials Adoptions – A [Discussed 03/22/22]

Schnepp

*New High School Courses – A [Discussed 03/22/22]

Schnepp

APRIL 19 (*3rd Tuesday*)

Recognition: School Bus Driver's Appreciation Day (Apr. 26) – A

Oropallo
Calvin

Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 11) – A

MAY 10

Recognition: California Day of the Teacher (May 11) – A

Oropallo
Oropallo

Recognition: Classified School Employee Week (May 15-21) – A

Simlick

Hearing Officer's Recommendation-2022 RIF (if applicable) – A

Schnepp

*Approval of CTE 2022 Advisory Committee Roster – A

*Head Start/Early Head Start COLA Funding Allocation 2022-2023 – A

Townsend-Snider

MAY 24

Recognition: National Science Bowl (if applicable) – A

Schnepp

Recognition: Science Olympiad (if applicable) – A

Schnepp

Recognition: Academic Decathlon (if applicable) – A

Schnepp

*Head Start/Early Head Start Contract Resolution FY 2022-2023 – A

Townsend-Snider

JUNE 14

School Climate: Parent-Staff-Student Voice – R

Bassanelli

Public Hearing: LCAP – D

Bassanelli

Public Hearing: LCAP/Choices Charter School – D

Ginter

Public Hearing: Adoption of the 2022-2023 Budget – D

Stahlheber

Temporary Interfund Borrowing of Cash – A

Stahlheber

*CIF Superintendent Designation of Representatives 2022-2023 – A

Schnepp

JUNE 28

LCAP – A [Public Hearing 06/14/22]

Bassanelli

LCAP Choices Charter School – A [Public Hearing 06/14/22]

Ginter

Adoption of the 2022-2023 Budget – A [Public Hearing 06/14/22]

Stahlheber

*Consolidated Application, Spring Report 2021-2022 – A

Calvin

*2021-2022 Actuarial Report (OPEB) – A

Oropallo

*Charter School 2020-2021 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A

Stahlheber

D=discussion; A=action; *=consent; R=report; PC=public comment