

# North County Joint Union School District



## Regular Board Meeting

### Library

Thursday, June 24, 2021

Open Session

6:30 PM

This meeting is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. Any or all board members may attend the meeting by phone. Members of the public (limited for social distancing requirements) may attend at 500 Spring Grove Rd. to observe and provide public comment during the meeting.

### Trustees

Reneé Faught

Cindy King

Frank O'Connell

Stan Pura

Ted Zanella

### Administration

Jennifer Bernosky

Superintendent/Principal

Gabriella Armenta

Director of Student Services, Curriculum & Instruction

Kristi Vieyra

Administrative District Psychologist/Special Education Coordinator



# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

500 Spring Grove Rd.

Hollister, CA 95023

Board of Trustees

## REGULAR MEETING

### AGENDA AND ORDER OF BUSINESS

Thursday, June 24, 2021

Open Session - 6:00PM

**Speaking at board meetings:** The public is encouraged to speak to the Board on issues of concern whether or not the issue(s) are on the agenda. To address the Board, please complete a speaker card and give it to the Administrative Assistant sitting next to the Superintendent. (Speaker cards are available on the entrance table.) If you want to speak to the Board on a subject listed on the agenda, you will be called to the podium at the time your item of interest is being considered by the Board. If the item is not on the agenda, you will be called to the podium during Public Comments (Item B). Public comments are limited to 3 minutes per person per topic, unless otherwise noted.

**Electronic devices:** Please turn the sound off all cell phones, pagers, PDAs, and other electronic devices, to avoid disrupting these proceedings.

	AGENDA ITEM	GOAL	PAGE
<b>A.</b>	<b>CALL TO ORDER 6:00 PM (LIBRARY)</b> 1) Pledge of Allegiance 2) Approval of Agenda 3) Recognition of Visitors		
<b>B.</b>	<b>PUBLIC COMMENTS</b> Public Comment cards must be completed prior to the start of the meeting of the Board. Speakers will be addressed in the order in which cards are received. In accordance with Board Policy 9323, procedures for the public to address the Board concerning any item on the agenda or to address the board during public comment shall be as follows: <ul style="list-style-type: none"> <li>Three (3) minutes may be allotted to each speaker with a maximum of 15 minutes per item.</li> <li>No boisterous conduct shall be permitted at any Board of Trustee meeting</li> <li>Personnel matters and pending litigation may not be discussed during public comments</li> </ul>		
<b>D.</b>	<b>REPORTS AND INFORMATION</b> 1) 2020/2021 Suspension Report; Jennifer Bernosky – Superintendent/Principal 2) 2020/2021 Principal Apportionment Attendance Revenue Report (Annual); Sheila Maes – Manager, Fiscal Services 3) Fiscal Services Report; Sheila Maes – Manager, Fiscal Services 4) Operations Report; Jennifer Bernosky – Superintendent/Principal <ul style="list-style-type: none"> <li>a) Child Nutrition</li> <li>b) Building/Facility Projects (current/future)</li> <li>c) Well</li> </ul> 5) California Dashboard Local Indicator Report, Jennifer Bernosky – Superintendent/Principal 6) Summer School Update, Gabriella Armenta – Director of Student Services, Curriculum, and Instruction 7) Board Member Report 8) Area Trustee Report, Jennifer Bernosky – Superintendent/Principal 9) Superintendent's Report – 2021/2022 School Year; Jennifer Bernosky – Superintendent/Principal	1,2 1-5  1-5 3,4,5  1-5 1,2 3 3 1-5	1 2  3-4 5-7  8-22 23-24 25 26 27-35
<b>E.</b>	<b>CONSENT ITEMS</b> *These items are considered routine and may be enacted by the board in one motion. There is no discussion on these items prior to the motion unless a specific item is removed from the consent list. 1) Approve Meeting Minutes, as presented (Regular Board Meeting, 5/27/21) 2) Ratification of 2021/2022 District Agreements, as presented 3) Approve District Warrant List: May 1, 2021– May 30, 2021 4) Approve Personnel Exhibit, as presented 5) Adopt Resolution #20/21-09, Authorization for Superintendent/Principal to Sign on Behalf of the Board, as presented		36-57

“Every Spring Grove Student will receive an engaging, enriching, and rigorous educational experience using state and standards-based curriculum and consistent measures of growth and support to ensure student success.”

Regular Board Meeting: June 24, 2021

	6) Adopt Resolution #20/21-10, Authorization for Manager, Fiscal Services to sign on Behalf of the Board, as presented 7) Adopt Resolution #20/21-11, Authorization to transport Payroll Warrants, as presented 8) Adopt Resolution #20/21-12, Authorized Signatures (Warrant Orders) and Persons Authorized to Transport Warrants, as presented 9) Adopt Resolution #20/21-13 Requesting Fund Transfer Under Article XVI, Section 6 of the State Constitution, as presented 10) Approve the Amendments to the 2021/2022 Student / Parent Handbook, as presented		
<b>G.</b>	<b>DISCUSSION / ACTION</b> 1) Approve the LCFF Budget Update for Parents, 2021 LCAP/LCP Update, 2021/2022 Local Control Accountability Plan, as presented 2) Approve the Title Change for Director of Special Education/Administrative District Psychologist, as presented 3) Approve the Salary Schedule for Director of Special Education/District Psychologist, as presented 4) Adopt the 2021/2022 North County Joint Union School District Budget, as presented 5) Approve the Declaration of Need of Fully Qualified Educators for 2021/2022, as presented 6) Adopt Resolution #20/21-14, Year End Budget Transfer, as presented 7) Adopt Resolution #20/21-15 relating to Article XIII, Section 36 of the California Constitution, the Education Protection Account, as presented 8) Approve Surplus Property, as presented 9) Accept the Resignation of Trustee Stan Pura, as presented	1-5 2,3,5 2,3,5 1-5 1,3 5 5 3,4 3	59-135 136-139 140-141 142-148 149-152 153 154-156 157 158-159
<b>H.</b>	<b>TRUSTEE FUTURE AGENDA ITEMS</b>		
<b>I.</b>	<b>NEXT SCHEDULED MEETING OF THE BOARD OF TRUSTEES</b> August 12, 2021		
<b>J.</b>	<b>PUBLIC COMMENTS ON CLOSED SESSION AGENDA ITEMS</b> Public comments are limited to three (3) minutes with a maximum of 15 minutes per item.		
<b>K.</b>	<b>CONVENE TO CLOSED SESSION (if needed)</b> The Board of Trustees will meet in closed session to consider and/or discuss the following, pursuant to Government Code Section 54954.5. 1. Existing/Anticipated Litigation/Significant Exposure to Litigation pursuant to Government Code 54956.9.		
<b>L.</b>	<b>RECONVENE TO OPEN SESSION AND REPORT ACTION TAKEN IN CLOSED SESSION (if any)</b>		
<b>M.</b>	<b>ADJOURNMENT</b>		

In compliance with Government Code Section 54957.5 all documents related to this meeting are available for public viewing at North County Joint Union School District, 500 Spring Grove Road, Hollister, California.

\*Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, to participate in the Board meeting should contact the Superintendent in writing in accordance with the Americans with Disabilities Act. Notification of at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

“Every Spring Grove Student will receive an engaging, enriching, and rigorous educational experience using state and standards-based curriculum and consistent measures of growth and support to ensure student success.”

# **REPORTS AND INFORMATION**

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE:** June 24, 2021

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** 2020/2021 Suspension Report

**ACTION TO BE TAKEN:** None - Informational

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**BACKGROUND INFORMATION:** Each year, the Superintendent/Principal provides a suspension report. Due to Distance Learning through October and Hybrid Learning through the end of the school year, there were no suspensions reported. Student behavior was outstanding during the 2020-2021 school year.

**CONCLUSION:** This report provides the Superintendent an opportunity to share current information.

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## Fiscal Services

### BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Sheila Maes, Manager, Fiscal Services**

**TOPIC: 2020/2021 Principal Apportionment Attendance Revenue Report (P-Annual)**

**ACTION TO BE TAKEN: None - Informational**

**BACKGROUND INFORMATION:** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of a Local Educational Agencies general - purpose funding; Special Education (AB 602); and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known. Attendance reports must be completed and submitted three times each fiscal year.

**ANNUAL ATTENDANCE REPORT:** During the 2020-21 fiscal year LEAs will not be required to collect or report ADA for the purpose of apportionment in FY 2020-21. LEAs will be funded based on ADA reported in the 2019-20 P-2 and Annual apportionment periods. The District's P-2 in 2019-20 was 723.83, the District did have a student attending a County operated program that year which increased the ADA by .91 for a total of 724.74. 2020-2021 annual attendance reflects that same ADA.

#### P-1 ATTENDANCE

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
753.86	743.69	726.24	741.33	731.29	726.81	694.57	723.69	724.74

#### P-2 ATTENDANCE

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
752.86	737.49	724.84	737.67	723.84	724.21	589.80	724.74	724.74

#### ANNUAL ATTENDANCE

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
752.86	737.49	724.84	737.67	723.86	725.01	690.24	724.74	724.74

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## Fiscal Services BOARD REPORT

**DATE:** June 24, 2021

**REPORT BY:** Sheila Maes, Manager, Fiscal Services

**TOPIC:** Fiscal Services Update

**ACTION TO BE TAKEN:** None - Informational

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**BACKGROUND INFORMATION:** A regular report from the Manager, Fiscal Services provides information and background for the Board of Trustees related to the District budget.

**BUDGET:** NCJUSD fund 01 activity to date: Revenues \$6,911,827; Expenses \$6,443,042. Year to date expenditures includes the end of month payroll for May. The Local Control Funding Formula (LCFF) apportionment for May posted in the amount of \$46,792 along with the first part of the estimated allocations for the Expanded Learning Opportunity Grant (ELO) and the In Person Instruction Grant in the amount of \$336,808. The ELO has been assigned SACS resource codes 7425 and 7426 ELO: Paraprofessional Staff. ELO Grants shall be expended for the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services. (CDE Website) In Person Instruction Grant (IPI) has been assigned SACS resource code 7422 -\$108,105. IPI Grants may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction. (CDE website) The remaining dollars for the ELO and IPI will be released in August 2021 based on final allocations.

**CONCLUSION:** This report provides an opportunity for the Manager, Fiscal Services to share current information.

NORTH COUNTY JOINT UNION SCHOOL DISTRICT  
BUDGET REPORT

Monthly Expenditures  
May-21

SCHOOL YEAR  
83%

**Function**

4100 Music Program  
4200 After School Sports  
1000 LCFF  
1000 LCAP  
2700 School Administration  
3600 Transportation  
7100 Board/Superintendent  
7200 District Administration  
7300 Fiscal Services  
7400 Human Resources  
8200 Operations

**Resource**

1100 State Lottery  
1400 Education Protection Account  
8150 Maintenance  
3010 Title I  
3060/3061 Migrant Education  
4035 Title II - Teacher Quality  
6300 Lottery - Prop 20  
9014 Jr. Kinder  
9017 Student Recognition  
3310/6500 Special Education  
Learning Loss Mitigation Funds COVID-19  
  
3210 CARES Act ESSER  
3215 LLM- GEER  
3220 LLM-CRF  
7388 SB117 COVID 19  
7420 PROP 98  
7422 IPI (In Person Instruction Grant)  
  
CARES \$ COVID -19 TOTAL  
**Total**

Adopted Budget 20-21	1st Interim 10/31/2020	2nd Interim 1/31/2021	Expenses 5/31/2021	% of Budget spent
5,588	5,588	5,588	1,082	19%
34,057	34,057	34,057	-	0%
3,194,100	3,265,864	3,334,608	2,776,714	83%
479,348	469,885	452,885	190,250	42%
570,855	583,219	593,033	457,615	77%
164,165	158,794	158,794	105,375	66%
360,263	371,169	371,169	285,455	77%
83,648	83,648	83,648	80,882	97%
248,948	250,218	250,218	225,755	90%
9,300	9,300	9,300	6,398	69%
412,113	428,265	429,013	345,039	80%
109,548	112,973	113,560	84,112	74%
464,189	391,373	389,164	324,812	83%
136,869	136,869	136,869	110,235	81%
48,018	48,018	52,328	48,330	92%
117,983	117,983	117,983	63,162	54%
8,259	8,259	10,179	-	0%
34,702	34,702	34,702	33,906	98%
52,200	52,200	52,200	41,641	80%
3,000	3,000	3,000	605	20%
1,125,312	1,133,433	1,139,276	721,735	63%
-	40,021	40,021	34,916	87%
-	37,261	37,261	37,259	100%
-	328,754	328,754	299,234	91%
-	5,481	5,481	4,277	78%
-	56,148	56,148	56,148	100%
-	-	-	108,105	100%
7,662,465	7,698,817	7,771,574	6,011,208	77%
-	467,665	467,665	431,834	92%
<b>7,662,465</b>	<b>8,166,482</b>	<b>8,239,239</b>	<b>6,443,042</b>	<b>78%</b>

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Operations Report**

**ACTION TO BE TAKEN: None - Informational**

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CHILD NUTRITION : Breakfast and lunch meal service will continue from June 14-July 2 for summer school students.

BUILDING/FACILITIES: Attached is a list of the current summer projects for June/July 2021.

WELL: The Board of Trustees will discuss the plan for an RFP (Request for Proposal) for a well to supply water for irrigation only. This comes out of necessity, due to the lack of water available in San Benito County. This has been an ongoing issue over the years. The San Benito County Water District has turned off all irrigation water “Blue Valve” at this time, and for the unforeseeable future.

SCHOOL PROPERTY FENCE: The District is working on moving the property chain link fence in the shop area. The fence, which was installed over 15 years ago, is possibly 3 feet into the neighbor’s property. The fence is 100 feet long. The District is working with the neighbor and reviewing the surveyors report to determine next steps.

CONCLUSION: This report is for information and discussion.

## Current Summer Projects 2021

Item	When	Who	completed
Outside Building Painting District Office Rooms 11-24 Rooms 7-Library	July 1 <sup>st</sup> -July 10th	Hollister Paint	
shredding	July	Bridgette/Jenny	
Move boxes/furniture labeled. From Room 15 to Room 7	June	Custodians	
Move boxes/furniture labeled. From Room 21 to Room 15	June	Custodians	
Move boxes/furniture labeled from Room 23 to Room 28	June	Custodians	
Move cubbies from Room 12 to Room 15			
Paint all ramps Gray	June – July	Custodians	
Clean out surplus items in shop and bookroom. Computers- recycle. Old desks and chairs (sell or recycle) White metal storage (Sell)	June-July	Custodian and Superintendent	
Deep cleaning of all rooms	June- July 28	Custodians	Done, but will redo
Trim/weed entire campus	June-July	Custodians	

Tanbark	First week of August	Custodians	
Complete all work orders	June-July	Custodians	
3 additional cameras Shop Room 15 to field Back of Room 13 to playground	July/August	Jenny/Roy	
Move computers Rm 15 to 7 Room 21 to 23 Room 23 to 28 Room 28 to ? Room 7 to 21 Library Office to back of Room 24			
Move back fence	July	contracted	
Install window closet door in library	July	contracted	
Paint shop	??	Hollister Paint	
Fill in cement cracks	July	contracted	
Paint green fences/benches that are peeling	June/July	Custodians	
Wash screens	June/July	Custodians	
Pressure wash buildings (not DO or rooms 11-24)	June/July	Custodians	
Pressure wash cement and lunch tables	June/July	Custodians	

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE:** June 24, 2021

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** 2020/2021 CA Dashboard Local Indicator

**ACTION TO BE TAKEN:** None - Informational

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**BACKGROUND INFORMATION:** Each year, the District must provide information on the local indicators that are a part of the CA Dashboard. The District uses feedback from staff, stakeholders, Migrant parents, English Language Advisory Committee, and School Site Council to fill in the local indicator information. The report draft has been provided. The information will be uploaded to the CA Dashboard in the fall.

**CONCLUSION:** Information only.

## Performance Standards

The performance standards for the local performance indicators are:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports

the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

***Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions **No missed assigned teachers of ELs or vacant teacher positions.**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home **NONE**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) **Facilities are in good repair**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science			x		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	

Academic Standards	1	2	3	4	5
Next Generation Science Standards		x			
History-Social Science		x			

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards		x			
History-Social Science		x			

#### Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education	NA				
Health Education Content Standards		x			
Physical Education Model Content Standards					x
Visual and Performing Arts		x			

Academic Standards	1	2	3	4	5
World Language	NA				

### Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

## ***Parent and Family Engagement (LCFF Priority 3)***

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### ***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Narrative-

**The NCJUSD makes relationships a priority among staff members and with all students and their families. This is evident when you walk around the campus. Staff engage with families through conferences family events, English Language Advisory Committee, School Site Council, and Migrant parent meetings. The District continues to find ways to get more parents/guardians involved by offering translators and child care.**

### ***Building Partnerships for Student Outcomes***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				x	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				x	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				x	[

### **Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Narrative-

**The District provides conferences with students to set goals. Teachers schedule parent/teacher/student conferences in the fall and spring each year. Teachers are available to meet with parents during contracted hours. Teachers and administrators offer parent workshops 3-4 times per year to support parents with academics. The District also sends out a parent survey to learn about the parents' needs to support their students. A middle school survey is also sent out to students for feedback.**

### ***Seeking Input for Decision Making***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Seeking Input</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				x	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				x	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				x	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Narrative-

**The District invites parents to participate in meetings to provide input in regards to academics and student well being. Parents are informed through phone calls, emails, texts, Google Sites and Google Classrooms, monthly Tiger Talks, and the school website. Parents are invited to LCAP stakeholder meetings. The District continues to work on getting more parents informed and involved.**

## ***School Climate (LCFF Priority 6)***

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Narrative-

**The District is committed to providing a positive school climate. The District administers the CA Healthy Kids survey every other year to 5<sup>th</sup> and 7<sup>th</sup> grade students. 5<sup>th</sup> grade students must have written permission from parents, while 7<sup>th</sup> grade parents may opt out. The results are shared with the Board of Trustees and staff. The survey will be given in 2022. The District has also hired a School Psychologist Intern to support student social emotional needs in small groups and one to one. The District reports the suspension rates at the end of each school year to the Board of Trustees. In the 2020-2021 school year, there were no suspension.**

## ***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Narrative-

**The District uses the following measures and tools to track access to broad course of study- rosters with student attendance and data on unduplicated student groups and students with disabilities, parent surveys, parent feedback at Migrant meetings, ELAC meetings, and School Site Council. All information is shared at the Board of Trustee meetings.**

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Narrative-

**The Local Control Accountability Plan actions and services include in school and after school programs to support a broad course of study. These include the arts, STEAM, geometry to name a few. Students are provided a rich PE class. Students are exposed to arts in the classroom and 7<sup>th</sup> grade receives a 12 week social studies cultural arts program. Science class are providing a computer science program, as well as dissection labs.**

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Narrative-

**The barriers include transportation for 4<sup>th</sup>-8<sup>th</sup> grade students who would like to attend after school classes but do not have a ride at 4:00 p.m. The staff does not have anyone with foreign language expertise to provide a class.**

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

(response limited to 1,500 characters)

Narrative-

**Based on parent and student surveys, the District will continue to find staff to teach additional intervention classes. The District will also continue to find options to transportation issues.**

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Gabriella Armenta, Director of Student Services, Curriculum, and Instruction**

**TOPIC: Summer School Update**

**ACTION TO BE TAKEN: None - Informational**

## SPRING GROVE SUMMER SCHOOL:

Spring Grove summer school is off to a great start! I met one-to-one with all summer school teachers and aides. We also met as a whole group to review number talks, schedules, and planning for our STEAM Fridays.

There are 110 General Education summer school students attending as of June 15:

Kinder	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade
15	18	15	23	18	13	5	3
Barnes	Canez	Oldakowski	Raine	Bloom	Balbas	Balbas	Balbas

There are 45 Migrant summer school students attending as of June 15:

Kinder-1st	2 <sup>nd</sup> – 3 <sup>rd</sup>	4 <sup>th</sup> – 5 <sup>th</sup>	6 <sup>th</sup> – 7 <sup>th</sup>
8	8	12	16
Lowther	Lalande	Brantome	Griffin

Teachers were provided with Student Data Sheets, IEP academic goal sheets, SST notes, and district writing folders to help create small academic groups and target instruction. Each grade level will work on the following essential standards:

Grade	Essential Standards for summer school focus
Kinder	Letters, sounds, blending, writing one complete sentence, & recognizing numbers 1 - 20
1 <sup>st</sup>	Speaking and listening standards and making tens
2 <sup>nd</sup>	Short vowels, digraphs, vowel teams, and making tens
3 <sup>rd</sup>	Vowel teams, RACES for writing, inferring, plot line, elapsed time, and regrouping
4 <sup>th</sup>	Vowel teams, writing paragraphs, place value, multiplication, and division
5 <sup>th</sup>	Vowel teams, citing text evidence, RACES for writing, grammar, place value, and fractions
6 <sup>th</sup>	Vowel teams, main idea, details, multiplying and dividing fractions
7 <sup>th</sup>	Vowel teams, argumentative writing with clear relevant evidence, integers, and fractions

I gave the Really Great Reading diagnostic to all summer school students as a pre-reading assessment. I will give the post diagnostic the last few days of summer school. As you can see from our focus on essential standards, there is a great need to address vowel teams. Our Migrant summer school teachers have created pre and post assessments for mathematics that address the focus on grade level essential standards.

Our Migrant students will experience STEAM Fair Fridays:

Each week, teaching artists from The California Academy of Novel and Traditional Arts (CANTA) will conduct a rhythm and song class where students can use maracas, buckets, and other handheld percussion instruments to explore world music and different rhythms along with song.

Teachers will conduct science experiments that include bubbles, tin foil boats, making ice cream, slime, stop animation, dry ice, bottle flipping, bottle egg suck, soda bottle rockets, and rubber band cars.

Our outside vendors include the San Benito High School Robotics Team, Monterey SWAT/Bomb Squad, and Hollister Hills.

**CONCLUSION:** Thirty-seven students ordered summer workbooks to work on independently at home. We are looking forward to a successful in-person summer school for our Spring Grove Tigers.

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Board Member Report**

**ACTION TO BE TAKEN: None - Informational**

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**BACKGROUND INFORMATION:** This regular agenda item provides an opportunity for individual Trustees to make requests for information and/or suggest future Board agenda items supported by the Board and provide direction to staff based on Board agreement. In addition, it provides an opportunity for Trustees to make brief reports to the Board.

**CONCLUSION:** This report provides an opportunity for Board input.

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Area Trustee Report**

**ACTION TO BE TAKEN: None - Informational**

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**BACKGROUND INFORMATION:** The California Voting Rights Act (CVRA) was enacted in 2002. Districts who elect board members by “trustee areas” are immune to the CVRA. The NCJUSD currently elects its board member at large. For a District to move towards “trustee area” elections, a District would work with a law firm who has experience in the process. This regular agenda item provides an opportunity for the Superintendent to keep the Board of Trustees updated on the District’s status as it pertains to this issue.

**CONCLUSION:** The Superintendent will provide up to date information available at the time of the meeting.

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky – Superintendent/Principal**

**TOPIC: Superintendent's Report – 2021/2022 School Year**

**ACTION TO BE TAKEN: None - Informational**

BACKGROUND: The NCJUSD plans to return to full in-person instruction for students for the 2021-2022 school. Parents have been notified in the June Tiger Talks, June parent emails and phone calls through PowerSchool, and also in the Intent To Return form in March/April.

The Planning Committee met during April -June to discuss the student schedules and academic and social emotional needs. The schedules were provided to all staff on the last staff day, June 11<sup>th</sup>.

Current plan includes the following:

Push in support to all TK-3<sup>rd</sup> grade classes during WIN (What I Need) daily.  
Rehire of two Intervention Support Specialists.

Designated ELD will take place in the classroom for 20-25 daily by classroom teachers.  
Push in support in 4<sup>th</sup>/5<sup>th</sup> grade classes to support ELA and math intervention/DELDT support by a certificated teacher daily.

PE daily with certificated PE teachers for all 4<sup>th</sup>-8<sup>th</sup> grade students 45 minutes- Monday, Tuesday, Wednesday, Friday. 30 minutes-Thursday.  
PE for 1<sup>st</sup>-3<sup>rd</sup> grade classes with certificated PE teachers two days per week for 30 minutes.  
PE for TK/K classes with certificated PE teachers one day per week for 30 minutes.

One to One Chromebooks in classroom and/or checked out to students at the start of the year for 4<sup>th</sup>-8<sup>th</sup> grade students.

One to One Chromebooks in all 2<sup>nd</sup> and 3<sup>rd</sup> grade classrooms.

Set of 8-16 Chromebooks on charging carts for all TK-1<sup>st</sup> grade classes to be used in small groups.

Lunch schedule has been modified. Each grade level in TK/K – 3<sup>rd</sup> grade will stagger the lunch time. See schedule. Yard Duty will be designated to specific grade levels.

AVID strategies will be used in all classes, once trained.

Social emotional support with small groups/one to one -School Psychology Intern.

Computer Science instruction through Amazon curriculum for all 6<sup>th</sup>-8<sup>th</sup> grade students.

Addition of a SPED aide to support incoming students with IEP's.

6<sup>th</sup> grade orientation for students and parents on August 9<sup>th</sup>.

TK/Kindergarten Meet and Greet: August 11<sup>th</sup>.

6<sup>th</sup> grade Science Camp at Mission Spring (Letter sent home)

**Plans to be determined:**

ROAR contract for families who have indicated interest in this opportunity.

Daily meeting online with teacher

Weekly meetings for instruction

On campus assessments as needed with ROAR teacher

Superintendent/Principal Bernosky will meet with each family to determine if ROAR is the best option for their student/family.

CDPH guidelines for social distancing and face coverings.

Before school plan for entering campus and breakfast.

Kindergarten Round up (Assessment) – June/July

**Prioritizing next steps:**

Writing

DELD support with strategies

Math support/academic vocabulary/fact fluency

Fine tuning 1,2,3 mastery grading, common formative assessments, PLC data cycles

Systematic approach to Reading- Orton Gillingham, Science of Reading – Really Good Reading

WIN time/Interventions- tier 1 and 2 strategies in the classroom, small group instruction

**Professional Development:**

Summer AVID training (virtual): July 19-21- 15 teachers are participating.

August 4-6 11 teachers are participating.

Orton Gillingham training (virtual) : 3 new teachers are taking the weeklong comprehensive training.

6 teachers are taking additional OG training.

Science of Reading: 18 teachers have received the Essentials of Reading book and will be part of a book study with PD for Spring Grove Staff.

**CONCLUSION:** This report provides the Superintendent an opportunity to share current information.

Every classroom/grade level will have:

Consistent lessons/homework
Number Sense
Academic Vocab- math
AVID strategies
Student use of complete sentences
Designated ELD daily
Designated i-ready time 30 min reading and math in class
Strong tier 1 and 2 in class
Rick Morris signals- question, comment, bathroom
Whole Brain Teaching rules
Student talk
Small group designated instruction
I can statements for each lesson- students know what they are learning
Grade level Google Site

## TK-3rd grade schedules 2021-2022

### 3rd grade schedule 2021-2022

<b>Times 3rd</b>	
8:15-9:45	ELA
9:45-9:58	Recess
9:58-11:30	Math
11:30-12:15	Lunch
12:20-1:15	Push in support/centers/WIN
1:15-1:45	Writing T F
1:45-2:15	T F PE
1:15-2:15	Writing M W

### 2nd grade schedule 2021-2022

<b>Times 2nd</b>	
8:15-8:50	ELA
8:50-9:45	push in support/centers/WIN
9:45-9:58	Recess
9:58-11:15	ELA
11:15-12:00	Lunch
12:00-1:45	Math
1:45-2:15	MW PE/TF open

## 1st grade schedule 2021-2022

<b>Times 1st</b>	
8:15-9:30	Math
9:30-9:45	Recess
9:45-10:10	MW PE/T TH F
10:10-11:00	Push in support/centers/WIN
11:00-11:45	Lunch
11:45-1:15	Benchmark/stations
1:15-1:45	Writing
1:45-2:15	Reading/Art/SEL

## Tk/Kindergarten schedule 2021-2022

<b>Times K</b>		
8:15-9:30	ELA/DELD Centers	8:15-8:45 push in support
9:30-9:45	Recess	
9:45-10:45	Phonics	PE Tues or Fri 9:45-10:15
10:45-11:30	Lunch	
11:30-12:00	Calendar	
12:00-1:00	Math	
1:00-1:15	Recess	
1:15-2:15	Science, SEL, Music, Art	

## 4th-8th grade schedules 2021-2022

### 4th grade schedules 2021-2022

<b>Times 4th</b>	<b>Math/ELA</b>	<b>SCI/ELA</b>	<b>SS/ELA</b>
8:15-9:30	Math (1)	SciAVID/DELD (1)	SS/AVID/DELD(1)
9:30-10:00	ELA	ELA	ELA
10:00-10:15	Recess	Recess	Recess
10:15-11:00	Prep	Prep	Prep
11:00-11:45	ELA	ELA	ELA
11:45-12:30	Lunch	Lunch	Lunch
12:30-1:45	Math (2)	SciAVID/DELD (2)	SS/AVID/DELD(2)
1:45-3:00	Advanced Math (3)	SciAVID/DELD (3)	SS/AVID/DELD(3)

### 5th grade schedules 2021-2022

<b>Times 5th</b>	<b>Math/ELA</b>	<b>SCI/ELA</b>	<b>SS/ELA</b>
8:15-9:00	ELA	ELA	ELA
9:00-9:45	Prep	Prep	Prep
9:45-10:15	ELA	ELA	ELA
10:15-10:30	Recess	Recess	Recess
10:30-11:45	Math (1)	SciAVID/DELD (1)	SS/AVID/DELD(1)
11:45-12:30	Lunch	Lunch	Lunch
12:30-1:45	Math (2)	SciAVID/DELD (2)	SS/AVID/DELD(2)
1:45-3:00	Adv Math (3)	SciAVID/DELD (3)	SS/AVID/DELD(3)

## 6th grade schedules 2021-2022

<b>Times 6th</b>	<b>Math/ELA</b>	<b>SCI/ELA</b>	<b>SS/ELA</b>
8:15-9:30	ELA	ELA	ELA
9:30-10:15	Math (1)	Sci (1)	AVID/DELD 1
10:15-10:30	Recess	Recess	Recess
10:30-11:00	Math (1)	Sci (1)	AVID/DELD 1
11:00-11:45	Prep	Prep	Prep
11:45-12:30	Math (2)	Sci (2)	AVID/DELD 2
12:30-1:15	Lunch	Lunch	Lunch
1:15-1:45	Math (2)	Sci (2)	AVID/DELD 2
1:45-3:00	Advanced Math	Sci (3)	AVID/DELD 3

## 7th grade schedules 2021-2022

<b>Times 7th</b>	<b>Math/ELA</b>	<b>SCI/ELA</b>	<b>SS/ELA</b>
8:15-9:30	ELA	ELA	ELA
9:30-10:15	Math (1)	Sci (1)	SS/DELD (1)
10:15-10:30	Recess	Recess	Recess
10:30-11:00	Math (1)	Sci (1)	SS/DELD (1)
11:00-12:15	Math (2)	Sci (2)	SS/DELD (2)
12:15-1:00	Lunch	Lunch	Lunch
1:00-1:45	Prep	Prep	Prep
1:45-3:00	Advanced Math	Sci (3)	SS/DELD (3)

## 8th grade schedules 2021-2022

<b>Times 8th</b>	<b>Math/ELA</b>	<b>SCI/ELA</b>	<b>SS/ELA</b>
8:15-9:30	ELA	ELA	ELA
9:30-10:15	Math (1)	Sci (1)	SS (1)
10:15-10:30	Recess	Recess	Recess
10:30-11:00	Math (1)	Sci (1)	SS (1)
11:00-12:15	Math (2)	Sci (2)	SS (2)
12:15-1:00	Lunch	Lunch	Lunch
1:00-2:15	Algebra	Sci (3)	SS (3)
2:15-3:00	Prep	Prep	Prep

## PE Teachers

	<b>PE Teacher</b>	<b>MW</b>	<b>TF</b>
8:15-9:00	Prep		
9:00-9:45	5th grade		
9:45-10:15	primary	1st	TK/K 2 classes T/2 classes F
10:15-11:00	4th grade		
11:00-11:45	6th grade		
12:15-1:00	Lunch		
1:00-1:45	7th grade		
1:45-2:15	primary	2nd	3rd
2:15-3:00	8th grade		

## Lunch Schedule 2021-2022

	<b>LUNCH</b>		<b>Lunch Recess</b>	
	10:45-11:05	TK/K	11:05-11:30	TK/K
	11:00-11:20	1st	11:20-11:45	1st
	11:15-11:35	2nd	11:35-12:00	2nd
	11:30-11:50	3rd	11:50-12:15	3rd
	11:45-12:05	4th/5th	12:05-12:30	4th/5th
6th grade/Thurs	12:15-12:35	7th-8th	12:35-1:00	7th-8th
	12:30-12:50	6th	12:50-1:15	6th

# **CONSENT ITEMS**

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## MEETING MINUTES

### BOARD OF TRUSTEES REGULAR MEETING

May 27, 2021

<b>CALL TO ORDER</b>	The meeting was called to order at 6:30PM by Board President, Ted Zanella.
	Members Present: Cindy King, Trustee, Frank O'Connell, Trustee, Ted Zanella, Board President, Renee Faught, Board Clerk Absent: Stan Pura, Trustee
<b>1. Pledge of Allegiance</b>	The Pledge of Allegiance was led by Board President, Ted Zanella .
<b>2. Approval of Agenda</b>	Motion to approve agenda by Cindy King, 2 <sup>nd</sup> by Renee Faught VOTE: Cindy King , Aye, Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faught, Aye Absent: Stan Pura, Trustee
<b>3. Recognition of Visitors</b>	NONE
<b>PUBLIC COMMENTS</b>	NONE
<b>SPECIAL RECOGNITION</b>	Jenny Bernosky (Superintendent/Principal) recognized the Spring Grove 8 <sup>th</sup> grade students who have been elected to serve as Freshman class officers at San Benito High School for the 2021/2022 School Year
<b>STAFF RECOGNITION</b>	Jenny Bernosky (Superintendent/Principal) recognized retiring Library/Media Specialist, Janet Lomanto and thanked her for 48 years of dedication and service to Spring Grove students.
<b>PUBLIC HEARING</b>	Motion to close by Cindy King, 2 <sup>nd</sup> by Frank O'Connell (Unanimous) the General Session at 6:50pm in order to hold a public hearing on: <ul style="list-style-type: none"> <li>The provisions of the Local Control Accountability Plan for the North County Joint Union School District to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP). A copy of the LCAP is available to the public in the District Office of the North County Joint Union School District. (LCAP update document provided under separate cover.)</li> <li>The North County Joint Union School District Draft 2021/2022 Budget</li> </ul> There were no public comments and General Session was reopened at 6:49 pm.
<b>REVIEW/DISCUSS 2021/2022 LCAP</b>	Jenny Bernosky (Superintendent/Principal) provided copies and reviewed the 21/22 Local Control Accountability Plan for NCJUSD. This was a rough draft. Copies will be provided to the County Office of Education for edits and input. Mrs. Bernosky also provided a rough draft of the summary of the Budget Overview for Parents, the LCAP Annual Update, and the LCAP Every Student Succeeds Act Addendum. The completed LCAP will be brought for approval at the June 24 <sup>th</sup> meeting.
<b>2021/2022 BUDGET UPDATE</b>	Sheila Maes (Manager, Fiscal Services) provided copies of the 21/22 Draft Budget to the Board of Trustees. The final budget will be brought for approval at the June 24 <sup>th</sup> meeting.
<b>SPECIAL EDUCATION UPDATE</b>	Kristi Vieyra (Administrative District Psychologist/Special Education Coordinator) reviewed the provided report and updated the Board on Spring Grove's Special Education Department for the 20/21 school year. During the year, 42 Student Success Team meetings were held. Currently, there are 19 students with 504 plans and 74 students with IEPs. There were 57 Psychoeducational evaluations completed during the school year. 125 IEP meetings were held. 11 students were dismissed from Special Education. During the 20/21 school year, Mrs. Vieyra conducted more suicide assessments than ever before. Going into the 2021/2022 school year, it is evident that the social emotional needs of students have increased.
<b>OPERATIONS REPORT</b>	Jenny Bernosky (Superintendent/Principal) reviewed the provided report and added that Food Services will provide breakfast and lunch to Summer School students through July 2 <sup>nd</sup> . The District will provide bussing through the contract with SBHS for Migrant Summer School students. The District has reached the limit of the allotted Blue Valve water for the year. Mrs. Bernosky is moving forward on investigating a plan for installing a well on campus. Once the water issues are solved, the District would like to plant more trees to provide increased natural shade for students.

Regular Board Meeting Minutes: May 27, 2021

<b>BOARD MEMBER WALKTHROUGH</b>	Mrs. Bernosky (Superintendent/Principal) reported that during the walkthrough she took note of the Trustees' ideas for long-term projects. Additionally, Mrs. Bernosky would like to begin the process of looking into adding additional buildings to the campus.
<b>BOARD MEMBER REPORT</b>	NONE
<b>AREA TRUSTEE REPORT</b>	NONE
<b>SUPERINTENDENT'S REPORT</b>	Mrs. Bernosky (Superintendent/Principal) reviewed the provided report and added that preparations continue for the 2020/2021 Graduation Ceremony which will be held in-person on June 10 <sup>th</sup> .
<b>CONSENT</b>	Motion to approve by Renee Faight, 2nd by Frank O'Connell VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye, Cindy King, Aye Absent: Stan Pura, Trustee
<b>DISCUSSION / ACTION</b>	1. Approve the 2021/2022 Board Meeting Dates, as presented Motion to approve Cindy King, 2nd by Frank O'Connell VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye, Cindy King, Aye Absent: Stan Pura, Trustee 2. Approve the Expanded Learning Opportunity Grant, as presented. Motion to approve by Renee Faight, 2nd by Cindy King VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye, Cindy King, Aye Absent: Stan Pura, Trustee
<b>PUBLIC COMMENTS ON CLOSED SESSION</b>	NONE
<b>ADJOURN TO CLOSED SESSION</b>	At 8:33 PM Motion to Adjourn to Closed Session by Cindy King, 2nd by Frank O'Connell VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye, Cindy King, Aye Absent: Stan Pura, Trustee
<b>CLOSED SESSION/ADJOURNMENT</b>	The Board of Trustees met in closed session to consider and/or discuss the following, pursuant to Government Code Section 54954.5 1. Existing/Anticipated Litigation/Significant Exposure to Litigation pursuant to Government Code 54956.9 2. Public Employee Evaluation/Discipline/Non-Reelection /Dismissal/ Release / Appointment pursuant to Government Code Section 54957 and 54947.1 At 9:20pm motion to reconvene to open session by Frank O'Connell, 2 <sup>nd</sup> by Ted Zanella. No action was taken. At 9:22pm motion to adjourn by Cindy King, 2 <sup>nd</sup> by Renee Faight. VOTE: Frank O'Connell, Aye, Ted Zanella, Aye, Renee Faight, Aye, Cindy King, Aye Absent: Stan Pura, Trustee

Respectfully Submitted,



Jenny Bernosky, Secretary  
North County Joint Union School District  
Board of Trustees

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## Fiscal Services

### BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Sheila Maes, Manager, Fiscal Services**

**TOPIC: Ratify District Services and Operating Agreements and/or Contracts**

**ACTION TO BE TAKEN: Consent Approval**

**BACKGROUND INFORMATION:** Each year the District enters into many contracts for services. Service and consultant contracts are routinely brought to the Board with a recommendation for ratification. Copies of contracts are available for review at the meeting or prior to the meeting upon request. Contracts under consideration are for the 2021/2022 school year.

#### **CURRENT CONSIDERATIONS:**

1. **Association of California School Administrators (ACSA):** Membership renewal for the 2021-22 school year for Jennifer Bernosky, Gabriella Armenta, Kristi Veyra and Erin Livingston- \$4,577.48
2. **Actuarial Retirement Consulting (ARC):** GASB Statement 75 applies to accounting and financial reporting for postemployment benefits other than pensions. Under GASB 75, a full actuarial report is required at least once every two years. ARC will prepare a full actuarial valuation report as of July 1, 2020, as well as two disclosure reports for the fiscal years ending June 30, 2021, and June 30, 2022. Full Actuarial Valuation as of July 1, 2020, \$2,500; Disclosure report for the fiscal year ending June 30, 2021, \$750; Disclosure report for the fiscal year ending June 30, 2022: \$750.
3. **Bob McCloskey Insurance:** Pre-K-8 Student Accident Insurance; includes all Interscholastic Sports. 720 estimated number of students \$1.80= \$1,296.
4. **Document Tracking Services (DTS):** Licensing agreement for Single School District to use DTS proprietary web-based application in the amount of \$395 along with translation services- the 2021 Spanish School Accountability Report Card \$150. For the 2021-2022 school year.
5. **Mission Springs Outdoor Education:** Science Camp for the 2021-22 school year; \$280 per student and \$200 for chaperones. Estimated total \$21,600.
6. **PowerSchool:** Annual support/subscription/hosting renewal for the period 7/23/2021 through 7/22/2022 for PowerSchool SIS Maintenance and Support along with PowerSchool Hosting \$8,106.73
7. **San Benito County Office of Education (SBCOE):** Joint powers agreement effective 7-1-2021 may provide certain transportation services specified in the local plan under the California Master Plan for Special Education. The cost of such transportation services shall be determined on a per pupil basis.

8. **San Benito County Office of Education (SBCOE):** Memorandum of Understanding (MOU) technical services supported by SBCOE. QSS Services \$13,208, Bandwidth 901 Services \$3,600: Total \$16,808.
9. **San Benito County Office of Education (SBCOE):** Alternative educational program and special services ensuring that educational opportunities are provided for all students in San Benito County.
10. **San Benito County Office of Education (SBCOE)** Memorandum of Understanding for the 2021-22 school year with SBCOE to provide the District with a .2 FTE Educational Occupational Therapist (1.0 days per week) Estimated cost \$26,000
11. **Small School District's Association:** District Basic Membership Dues- July 1, 2021-June 30,2022 \$1,050.00

**CONCLUSION:** Board ratification of the specific contract as presented.

**FINANCIAL IMPLICATIONS:** All contracts to be charged to the appropriate allocated fund and resource as per adopted budget for the 2021/2022 school year.

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr	Ste Mngr	Expenditure
07	00387423	05/10/2021	AMERICAN FIDELITY ASSURANCE CO	010-0000-0-9522-00-0000-0000-0000000-000-0000					1,754.43
	P0110078	Jan-Jun 21	Flex & DepCare						Sub total: 1,754.43
07	00387424	05/10/2021	AMERICAN FIDELITY ASSURANCE CO	010-0000-0-9522-00-0000-0000-0000000-000-0000					175.00
	P0110079	Health Savings Account							Sub total: 175.00
07	00387425	05/10/2021	AMERICAN SUPPLY COMPANY	010-8150-0-4380-00-0000-8110-0000000-000-0000					234.15
	P0110024	Operational Supplies							010-8150-0-4380-00-0000-8110-0000000-000-0000 234.15-
	P0110024	Operational Supplies							010-8150-0-4380-00-0000-8110-0000000-000-0000 322.89
									Sub total: 322.89
07	00387624	05/14/2021	ARMENTA, GABRIELLA	010-3060-0-4310-00-7110-1000-310000-000-0000					36.00
	PV100086	CLASSROOM/OFFICE SUPPLIES							Sub total: 36.00
07	00387625	05/14/2021	AT&T	010-0000-0-5930-00-0000-8200-0000000-000-0000					346.82
	PV100087	TELEPHONE							010-0000-0-5930-00-0000-8200-0000000-000-0000 145.92
	PV100087	TELEPHONE							Sub total: 492.74
07	00387426	05/10/2021	AT&T CAINET 3	010-0000-0-5930-00-0000-8200-0000000-000-0000					1,549.58
	PV100080	TELEPHONE							010-0000-0-5930-00-0000-8200-0000000-000-0000 195.76-
	PV100080	ALT OTHER LOCAL REVENUE							Sub total: 1,353.82
07	00387626	05/14/2021	Albarran, Kathryn	130-5310-0-8634-00-0000-0000-0000000-000-0000					102.95
	PV100085	FOOD SERVICES SALES							Sub total: 102.95
07	00387427	05/10/2021	BAKER SUPPLIES & REPAIRS	010-8150-0-4380-00-0000-8200-0000000-000-0000					212.71
	P0110025	Sml Equip Repairs/Supplies							010-8150-0-4380-00-0000-8200-0000000-000-0000 85.00
	P0110025	Sml Equip Repairs/Supplies							Sub total: 297.71
07	00387627	05/14/2021	BAKER SUPPLIES & REPAIRS	010-8150-0-4380-00-0000-8200-0000000-000-0000					12.99
	P0110025	Sml Equip Repairs/Supplies							Sub total: 12.99
07	00387628	05/14/2021	CASBO	010-0000-0-5220-00-0000-7300-0000000-000-0000					580.00
	PV100088	CONFERENCE EXPENSES							Sub total: 580.00
07	00387428	05/10/2021	CDW GOVERNMENT INC.	010-0000-0-4320-00-1110-1000-074500-000-0003					758.62
	P0120147	Elmo Replacement Rm# 33							Sub total: 758.62
07	00387629	05/14/2021	CDW GOVERNMENT INC.	010-6300-0-4400-00-1110-1000-0000000-000-0000					665.74
	P0120137	NONCAPITALIZED EQUIPMENT							

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr Ste	Mngr	Expenditure
	POL20137		NONCAPITALIZED EQUIPMENT	010-6500-0-4400-00-5770-1190-000000-000-0000					64.95
									730.69
07	00387429		05/10/2021 COMMERCIAL SERVICES REPAIRS, CONTRACTED	130-5310-0-5670-00-0000-3700-000000-000-0000					217.00
	PV100081			130-5310-0-5670-00-0000-3700-000000-000-0000					588.59
	PV100081		REPAIRS, CONTRACTED						805.59
07	00387430		05/10/2021 CRYSTAL CREAMERY	130-5310-0-4710-00-0000-3700-000000-000-0000					633.48
	POL10073		Milk	130-5310-0-4710-00-0000-3700-000000-000-0000					618.24
	POL10073		Milk	130-5310-0-4710-00-0000-3700-000000-000-0000					603.44
	POL10073		Milk	130-5310-0-4710-00-0000-3700-000000-000-0000					603.66
									2,458.82
07	00387431		05/10/2021 D&J LUMBER CO. INC.	010-0000-0-4380-00-0000-8200-000000-000-0000					7.20
	POL10035		Maint. Supplies	010-0000-0-4380-00-0000-8200-000000-000-0000					10.91
	POL10035		Maint. Supplies	010-0000-0-4380-00-0000-8200-000000-000-0000					89.23
	POL10035		Maint. Supplies	010-0000-0-4380-00-0000-8200-000000-000-0000					83.67
									191.01
07	00387432		05/10/2021 DANIELSEN COMPANY	130-5310-0-4319-00-0000-3700-000000-000-0000					187.65
	POL10065		Food/Supplies	130-5310-0-4319-00-0000-3700-000000-000-0000					298.88
	POL10065		Food/Supplies	130-5310-0-4319-00-0000-3700-000000-000-0000					233.55
	POL10065		Food/Supplies	130-5310-0-4319-00-0000-3700-000000-000-0000					151.93
	POL10065		Food/Supplies	130-5310-0-4710-00-0000-3700-000000-000-0000					863.27
	POL10065		Food/Supplies	130-5310-0-4710-00-0000-3700-000000-000-0000					708.45
	POL10065		Food/Supplies	130-5310-0-4710-00-0000-3700-000000-000-0000					478.36
	POL10065		Food/Supplies	130-5310-0-4710-00-0000-3700-000000-000-0000					1,359.41
									4,281.50
07	00387433		05/10/2021 DANNIS WOLIVER KELLEY	010-0000-0-5845-00-0000-7150-000000-000-0000					5,228.00
	POL10005		Legal Services						5,228.00
07	00387630		05/14/2021 DASSEL'S PETROLEUM	010-0000-0-4380-00-0000-8200-000000-000-0000					91.97
	POL10071		FUEL						91.97
07	00387631		05/14/2021 DISCOUNT SCHOOL SUPPLY	010-1100-0-4310-00-1110-1000-000000-000-0000					123.10
	PV100089		CLASSROOM/OFFICE SUPPLIES	010-1100-0-4310-00-1110-1000-000000-000-0000					112.60
	PV100089		CLASSROOM/OFFICE SUPPLIES	010-1100-0-4310-00-1110-1000-000000-000-0000					239.78
	PV100089		CLASSROOM/OFFICE SUPPLIES	010-1100-0-4310-00-1110-1000-000000-000-0000					475.48
07	00387434		05/10/2021 Eide Bailly LLP	010-0000-0-5820-00-0000-7110-000000-000-0000					6,450.00
	POL10007		20-21 Audit						6,450.00
07	<00384067>		05/14/2021 FAGEN FRIEDMAN & FULLER LLP	010-6500-0-5845-00-5770-1190-000000-000-0000					240.00
	POL10002		Special Ed. Legal Svcs						240.00
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Warrant Number	Reference Number	Issue Date	Payee and Purpose	End Resc Y	Objt SO	Goal Func	Cstctr	Ste Mng	Expenditure
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07	00387632	05/14/2021	PAGEN FRIEDMAN & FULLFROST LLP Special Ed. Legal Svcs	010-6500-0-5845-00-5770-1190-000000-000-0000					90.00 Sub total: 90.00
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07	00387435	05/10/2021	GAVILAN PEST CONTROL Weed/Pest Control Weed/Pest Control	010-8150-0-5830-00-0000-8200-000000-000-0000 010-8150-0-5830-00-0000-8200-000000-000-0000					55.00 80.00 Sub total: 135.00
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07	00387436	05/10/2021	GOLD STAR FOODS Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies Food/Supplies	130-5310-0-4380-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000 130-5310-0-4710-00-0000-3700-000000-000-0000				9.00 29.25 827.10 164.92 40.38- 792.22 142.33 311.58 382.27 1,447.60 534.99 Sub total: 4,600.88
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07	00387437	05/10/2021	Garcia, Raul and/or CONTRACTED SERVICES	010-9017-0-5830-00-1110-1000-000000-000-0000					579.00 Sub total: 579.00
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07	00387438	05/10/2021	Gonzalez, Ramiro and/or CONTRACTED SERVICES	010-9017-0-5830-00-1110-1000-000000-000-0000					579.00 Sub total: 579.00
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07	00387439	05/10/2021	Guardado, Miguel and/or CONTRACTED SERVICES	010-9017-0-5830-00-1110-1000-000000-000-0000					579.00 Sub total: 579.00
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07	00387440	05/10/2021	Image Source Usage/Copies Usage/Copies Usage/Copies	010-0000-0-5610-00-0000-7200-000000-000-0000 010-0000-0-5610-00-1110-1000-000000-000-0000 010-0000-0-5610-00-1110-1000-000000-000-0000				211.16 486.20 36.96 Sub total: 734.32
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07	00387633	05/14/2021	JET MULCH INC Wood Fiber	010-8150-0-5830-00-0000-8110-000000-000-0000					4,677.48 Sub total: 4,677.48
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07	00387441	05/10/2021	KRAKAR, JAMIE Website Maintenance	010-0000-0-5830-00-0000-7150-000000-000-0000					110.00 Sub total: 110.00
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07	00387442	05/10/2021	LAKE SHORE LEARNING MATERIALS Teacher Supplies	010-1100-0-4310-00-1110-1000-000000-000-0000					104.59 Sub total: 104.59
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Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal Func	Cstctr Ste Mgr	Expenditure
07	00387443	05/10/2021	METROPOLITAN LIFE INSURANCE CO Insurance Premiums	010-0000-0-9944-00-0000-0000-0000000-000-0000				67.55
	P0110016		Insurance Premiums	010-0000-0-9944-00-0000-0000-0000000-000-0000				67.55
	P0110016							135.10
			Sub total:					
07	00387444	05/10/2021	MISSION LINEN SUPPLY Towel Service	010-0000-0-4380-00-0000-8200-0000000-000-0000				10.00
	P0110006		Towel Service	010-0000-0-4380-00-0000-8200-0000000-000-0000				10.00
	P0110006		Towel Service	010-0000-0-4380-00-0000-8200-0000000-000-0000				10.00
	P0110006		Towel Service	010-0000-0-4380-00-0000-8200-0000000-000-0000				10.00
	P0110006		Towel Service	010-0000-0-4380-00-0000-3700-0000000-000-0000				31.60
	P0110006		Towel Service	130-5310-0-4380-00-0000-3700-0000000-000-0000				31.60
	P0110006		Towel Service	130-5310-0-4380-00-0000-3700-0000000-000-0000				31.60
	P0110006		Towel Service	130-5310-0-4380-00-0000-3700-0000000-000-0000				31.60
			Sub total:					166.40
07	00387445	05/10/2021	Martinez, Jaime and/or CONTRACTED SERVICES	010-9017-0-5830-00-1110-1000-0000000-000-0000				579.00
	PV100075							579.00
			Sub total:					
07	00387446	05/10/2021	PACIFIC GAS & ELECTRIC CO Gas & Electric	010-0000-0-5522-00-0000-8200-0000000-000-0000				121.99
	P0110017		Gas & Electric	010-0000-0-5522-00-0000-8200-0000000-000-0000				5,490.05
	P0110017							5,612.04
			Sub total:					
07	00387447	05/10/2021	PALACE BUSINESS SOLUTIONS Office Supplies	010-0000-0-4310-00-0000-7400-0000000-000-0000				5.61
	P0110041		Office Supplies	010-0000-0-4310-00-1110-2700-0000000-000-0000				14.06
	P0110041		Office Supplies	010-0000-0-4310-00-1110-2700-0000000-000-0000				22.29
	P0110041		Copy Paper	010-1100-0-4310-00-1110-1000-0000000-000-0000				1,428.47
			Sub total:					1,470.43
07	00387448	05/10/2021	REALLY GOOD STUFF INC. Teacher Supplies	010-1100-0-4310-00-1110-1000-0000000-000-0000				35.93
	P0110060		Teacher Supplies	010-1100-0-4310-00-1110-1000-0000000-000-0000				2.96
	P0110060		Teacher Supplies	010-1100-0-9512-00-0000-0000-0000000-000-0000				2.96-
			Sub total:					35.93
07	00387634	05/14/2021	RJR ENVIRONMENTAL INC. Garbage/Recycling Service	010-0000-0-5515-00-0000-8200-0000000-000-0000				843.12
	P0110019							843.12
			Sub total:					
07	00387449	05/10/2021	Regional Analysis & Prop 39	010-0000-0-5830-00-0000-7200-0000000-000-0000				457.50
	P0120125							457.50
			Sub total:					
07	00387450	05/10/2021	S.W. SCHOOL SUPPLY INC Office Supplies	010-0000-0-4310-00-0000-7150-0000000-000-0000				4.98
	P0110021		Office Supplies	010-0000-0-4310-00-0000-7300-0000000-000-0000				8.51
	P0110021		Office Supplies	010-0000-0-4310-00-1110-2700-0000000-000-0000				47.51

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc Y	Objt SO	Goal	Func	Cstctr	Ste	Mngr	Expenditure
07	00387452	05/10/2021	SELF-INSURED SCHOOLS OF CALIF. Employee Benefits	010-1100-0-4310-00-1110-1000-000000-000-0000							244.37
				010-1100-0-4310-00-1110-1000-000000-000-0000							82.55
				010-1100-0-4310-00-1110-1000-000000-000-0000							32.93
				010-1100-0-4310-00-1110-1000-000000-000-0000							109.90
				010-1100-0-4310-00-1110-1000-000000-000-0000							144.02
07	00387451	05/10/2021	SCHOOL SERVICES OF CALIFORNIA CONFERENCE EXPENSES	010-1100-0-4310-00-1110-1000-000000-000-0000							109.16
				010-1100-0-4310-00-1110-1000-000000-000-0000							180.26
				010-1100-0-4310-00-1110-1000-000000-000-0000							964.19
				Sub total:							
				010-0000-0-5555-00-0000-8200-000000-000-0000							1,171.44
07	00387453	05/10/2021	Sanchez, Jose and/or CONTRACTED SERVICES	010-0000-0-5220-00-0000-7300-000000-000-0000							1,171.44
				Sub total:							
				010-0000-0-5555-00-0000-8200-000000-000-0000							1,171.44
				Sub total:							
				010-0000-0-5555-00-0000-8200-000000-000-0000							1,171.44
07	00387454	05/10/2021	School Specialty LLC CLASSROOM/OFFICE SUPPLIES	010-0000-0-9521-00-0000-0000-000000-000-0000							6,895.90
				010-0000-0-9525-00-0000-0000-000000-000-0000							15,121.99
				010-0000-0-9940-00-0000-0000-000000-000-0000							1,320.83
				010-0000-0-9941-00-0000-0000-000000-000-0000							4,424.58
				010-0000-0-9942-00-0000-0000-000000-000-0000							32,400.00
07	00387455	05/10/2021	Servin, Miguel and/or CONTRACTED SERVICES	010-0000-0-9942-00-0000-0000-000000-000-0000							60,163.30
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							579.00
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							579.00
07	00387456	05/10/2021	TEXAS LIFE INSURANCE COMPANY Life Ins. Premiums	010-1100-0-4310-00-1110-1000-000000-000-0000							99.48
				010-1100-0-4310-00-1110-1000-000000-000-0000							101.78
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							201.26
				Sub total:							
07	00387457	05/10/2021	TRI-COUNTY PIZZA Pizza Delivery	010-0000-0-9944-00-0000-0000-000000-000-0000							579.00
				010-0000-0-9944-00-0000-0000-000000-000-0000							579.00
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							1,158.00
				Sub total:							
07	00387458	05/10/2021	WATSONVILLE COAST PRODUCE INC PRODUCE	010-0000-0-9944-00-0000-0000-000000-000-0000							296.11
				010-0000-0-9944-00-0000-0000-000000-000-0000							296.11
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							151.99
				Sub total:							
07	00387459	05/10/2021	WATSONVILLE COAST PRODUCE INC PRODUCE	010-0000-0-9944-00-0000-0000-000000-000-0000							186.74
				010-0000-0-9944-00-0000-0000-000000-000-0000							187.39
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							220.49
				Sub total:							
07	00387460	05/10/2021	WATSONVILLE COAST PRODUCE INC PRODUCE	010-0000-0-9944-00-0000-0000-000000-000-0000							746.61
				010-0000-0-9944-00-0000-0000-000000-000-0000							746.61
				Sub total:							
				010-9017-0-5830-00-1110-1000-000000-000-0000							37.50
				Sub total:							

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Fnd Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr	Expenditure
	P0110069	PRODUCE		130-5310-0-4710-00-0000-3700-000000-000-0000									166.50
	P0110069	PRODUCE		130-5310-0-4710-00-0000-3700-000000-000-0000									89.00
			Sub total:										293.00
			Total Warrants Issued:										113,856.91
			Total Warrants Canceled:										240.00
			Total Warrants (Issued - Canceled):										113,616.91

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

<b>DATE:</b>	June 24, 2021
<b>PRESENTED BY:</b>	Erin Livingston Human Resources
<b>TOPIC:</b>	Personnel Exhibit
<b>ACTION TO BE TAKEN:</b>	Approval Recommended

## **CERTIFICATED**

<b><u>NAME</u></b>	<b><u>ACTION</u></b>	<b><u>POSITION/FTE</u></b>	<b><u>EFFECTIVE</u></b>
Erik Nelson	Hire	PE Teacher / 1 FTE	8/9/2021
Brianna Barnes	Hire	Kinder Teacher / 1 FTE	8/9/2021
Heidi Hawkins	Hire	Resource Specialist / 1 FTE	8/9/2021
Colby Anderson	Hire	School Psychologist INTERN	8/9/2021

## **CERTIFICATED STIPEND POSITIONS FOR THE 21/22 SCHOOL YEAR**

<b><u>NAME</u></b>	<b><u>ACTION</u></b>	<b><u>POSITION/FTE</u></b>	<b><u>EFFECTIVE</u></b>
Rachelle Lalande	Hire	Yearbook Advisor	21/22 SY
Erik Nelson	Hire	Athletic Director	21/22 SY
Robin Horne	Hire	Band Director	21/22 SY
Cathie Scimeca	Hire	Science Coordinator	21/22 SY
Erin Isom	Hire	Theater Arts Coordinator	21/22 SY
Laura Guardino	Hire	Co - Graduation Coordinator	21/22 SY
Tony Balbas	Hire	Co - Graduation Coordinator	21/22 SY
Patty Nehme	Hire	Co - Winter Program/Talent Show Coordinator	21/22 SY
Summer Chamblin	Hire	Co - Winter Program/Talent Show Coordinator	21/22 SY
Angie Garman	Hire	Student Council Advisor	21/22 SY

## **COACHES FOR THE 21/22 SCHOOL YEAR**

<b><u>NAME</u></b>	<b><u>ACTION</u></b>	<b><u>POSITION/FTE</u></b>	<b><u>EFFECTIVE</u></b>
Rachelle Lalande	Hire	Girls' Volleyball	21/22 SY
Amber Painter	Hire	Girls' Soccer	21/22 SY
Aaron Griffin	Hire	Boys' Soccer and Boys' Flag Football	21/22 SY
Erik Nelson	Hire	Boys' Flag Football, Girls' Basketball, Boys' Basketball	21/22 SY
David Kaplansky	Hire	Girls' Basketball and Coed Running Club	21/22 SY

**Continued Next Page**

**CLASSIFIED**

<b>NAME</b>	<b>ACTION</b>	<b>POSITION/FTE</b>	<b>EFFECTIVE</b>
Maria Harris	Reclassify	Special Education/Inclusion Aide/1 FTE	8/9/2021
Michelle Muenzer	Re-Hire	Noon Duty Supervisor	8/9/2021
Jenna Allen	Re-Hire	Noon Duty Supervisor	8/9/2021
Diana Esquivel	Re-Hire	Intervention Support Specialist /	8/9/2021
Nicole Ramirez	Re-Hire/Re-Classify	Intervention Support Specialist	8/9/2021
Sandra Simmons	Hire	Migrant Summer School Aide	6/14/2021

# North County

Joint Union School District



## Resolution #20/21 - 09

### Authorization to sign on behalf of the Board of Trustees

Pursuant to the provisions of Education Code § 42630 to 42633 and other legal provisions, the members of the governing board of the above-named school district hereby authorize the officer or employee whose name and specimen signature appear below to sign orders and other documents on behalf of the governing board of said school district during the period of July 1, 2021 to June 30, 2022 not to exceed one fiscal year, subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

**JENNIFER BERNOSKY**

\_\_\_\_\_  
Specimen Signature

### IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Contracts or Offer of Employment  
Personnel Action Forms  
Payroll Orders  
Purchase Orders  
Revolving Fund Checks  
Journal Voucher Requests  
Interdistrict Attendance Agreements  
School Lunch Matters  
Board Minutes  
Excerpts from Board Minutes, including Resolutions  
Endorsement of Checks

Signed by a majority of Trustees:

Ted Zanella, President \_\_\_\_\_

Renee Faught, Clerk \_\_\_\_\_

Cindy King, Trustee \_\_\_\_\_

Stan Pura, Trustee \_\_\_\_\_

Frank O'Connell, Clerk \_\_\_\_\_



**Spring Grove  
School**

500 Spring Grove Road  
Hollister, CA 95023

School Phone: 831-637-3745  
District Phone: 831-637-5574  
Fax: 831-637-0682

**Superintendent/  
Principal**  
Jennifer Bernosky  
**Director of Student  
Services,  
Curriculum, and  
Instruction**  
Gabriella Armenta

**Board of Trustees**  
Renee Faught  
Cindy King  
Frank O'Connell  
Stan Pura  
Ted Zanella

# North County

Joint Union School District



## Resolution #20/21 - 10

### Authorization to sign on behalf of the Board of Trustees

Pursuant to the provisions of Education Code § 42630 to 42633 and other legal provisions, the members of the governing board of the above-named school district hereby authorize the officer or employee whose name and specimen signature appear below to sign orders and other documents on behalf of the governing board of said school district during the period of July 1, 2021 through June 30, 2022 not to exceed one fiscal year, subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

**SHEILA MAES**

\_\_\_\_\_  
Specimen Signature

### IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Payroll Orders  
Purchase Orders  
Revolving Fund Checks  
Journal Voucher Requests  
School Lunch Matters  
Endorsement of Checks

Signed by a majority of Trustees:

Ted Zanella, President

\_\_\_\_\_

Renee Faught, Clerk

\_\_\_\_\_

Cindy King, Trustee

\_\_\_\_\_

Stan Pura, Trustee

\_\_\_\_\_

Frank O'Connell, Trustee

\_\_\_\_\_



**Spring Grove  
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Instruction**  
Gabriella Armenta

**Board of Trustees**  
Renee Faught  
Cindy King  
Frank O'Connell  
Stan Pura  
Ted Zanella

# North County

Joint Union School District



## Resolution #20/21-11

### Resolution to Transport Payroll Warrants – Fiscal Year 2021/2022

**WHEREAS**, the North County Joint Union School District is responsible for filing with the County Superintendent of Schools the verified signatures of each person or persons authorized to transport payroll warrants on behalf of the district.

**THEREFORE, BE IT RESOLVED**, that the individuals listed below are authorized to transport payroll warrants:

#### PERSONS AUTHORIZED TO TRANSPORT PAYROLL WARRANTS

\_\_\_\_\_  
Jennifer Bernosky, Superintendent/Principal

\_\_\_\_\_  
Sheila Maes, Manager, Fiscal Services

\_\_\_\_\_  
Bridgette Cutler, Accounts/Payroll Specialist

\_\_\_\_\_  
Erin Livingston, Administrative Assistant/HR Analyst

**PASSED AND ADOPTED** by the Governing Board of the North County Joint Union School District this 24<sup>th</sup> day of June 2021, by the following vote:

**AYES:**

\_\_\_\_\_  
Ted Zanella, President

**NOES:**

**ABSENT:**

\_\_\_\_\_  
Renee Faught, Clerk

\_\_\_\_\_  
Cindy King, Trustee

\_\_\_\_\_  
Stan Pura, Trustee

\_\_\_\_\_  
Frank O'Connell, Trustee



**Spring Grove  
51  
School**

500 Spring Grove Road  
Hollister, CA 95023

School Phone: 831-637-3745  
District Phone: 831-637-5574  
Fax: 831-637-0682

**Superintendent/  
Principal**  
Jennifer Bernosky  
**Director of Student  
Services, and  
Curriculum, and  
Instruction**  
Gabriella Armenta

**Board of Trustees**  
Renee Faught  
Cindy King  
Frank O'Connell  
Stan Pura  
Ted Zanella

# North County

Joint Union School District



## Resolution #20/21 - 12

### Resolution for Authorized Signatures – Fiscal Year 2021/2022

**WHEREAS**, the North County Joint Union School District is responsible for filing with the County Superintendent of Schools the verified signatures of each person or persons authorized to sign warrant orders in accordance with Education Code Sections 42632 and 42633;

**THEREFORE, BE IT RESOLVED**, that the individuals listed below are authorized to sign warrant orders on behalf of the district.

#### PERSONS AUTHORIZED TO SIGN WARRANT ORDERS

\_\_\_\_\_  
Ted Zanella, Board President

\_\_\_\_\_  
Renee Faught, Board Clerk

\_\_\_\_\_  
Jennifer Bernosky, Superintendent/Principal

#### PERSONS AUTHORIZED TO TRANSPORT WARRANTS

\_\_\_\_\_  
Jennifer Bernosky, Superintendent/Principal

\_\_\_\_\_  
Sheila Maes, Manager, Fiscal Services

\_\_\_\_\_  
Bridgette Cutler, Accounts/Payroll Specialist

\_\_\_\_\_  
Erin Livingston, Administrative Assistant/HR Analyst



**Spring Grove  
52  
School**

500 Spring Grove Road  
Hollister, CA 95023

School Phone: 831-637-3745  
District Phone: 831-637-5574  
Fax: 831-637-0682

**Superintendent/  
Principal**  
Jennifer Bernosky  
**Director of Student  
Services,  
Curriculum, and  
Instruction**  
Gabriella Armenta

**Board of Trustees**  
Renee Faught  
Cindy King  
Frank O'Connell  
Stan Pura  
Ted Zanella

**52**

## Resolution #20/21 - 12

### Resolution for Authorized Signatures – Fiscal Year 2021/2022

**PASSED AND ADOPTED** by the Governing Board of the North County Joint Union School District  
this 24<sup>th</sup> day of June 2021 by the following vote:

**AYES:**

---

**Ted Zanella, President**

**NOES:**

**ABSENT:**

---

**Renee Faught, Clerk**

---

**Cindy King, Trustee**

---

**Stan Pura, Trustee**

---

**Frank O'Connell, Trustee**

NORTH COUNTY JOINT UNION SCHOOL DISTRICT

RESOLUTION # 20/21 - 13

DISTRICT OF THE COUNTY OF SAN BENITO, STATE OF CALIFORNIA, REQUESTING FUND TRANSFER  
UNDER ARTICLE XVI, SECTION 6 OF THE STATE CONSTITUTION

RESOLVED by the Governing Board of the North County Joint Union School District, a District of the County of San Benito, State of California, that:

WHEREAS, this District may not have sufficient funds on hand to provide for the operation of the District during the 2021/22 fiscal year, and

WHEREAS, Article XVI, Section 6 of the State Constitution authorizes a temporary transfer of funds in the custody of the County Treasurer upon approval of the Board of Supervisors, and

WHEREAS, the revenues to said District for the coming fiscal year, 2021/22, are budgeted at \$7,204,426.00;

NOW, THEREFORE, IT IS DETERMINED AND ORDERED as follows:

1. That the Board of Supervisors of the County of San Benito be and it is hereby requested to authorize a temporary transfer to this District on an as-needed basis of not to exceed \$6,123,762 during the 2021/22 fiscal year; said sum will not exceed 85% of the revenues to said District during said fiscal year.
2. For the convenience of the County Treasurer and County Auditor a schedule of monthly anticipated cash flow is attached hereto.
3. That the County Treasurer of the County of San Benito be requested to recommend, and the County Auditor of the County of San Benito be requested to acknowledge said transfer.
4. That certified copies of this resolution be forwarded by the Clerk of this Board to the Board of Supervisors of the County of San Benito, the County Auditor and County Treasurer of this County.

The foregoing resolution was introduced by \_\_\_\_\_, who moved its adoption, seconded by \_\_\_\_\_, and adopted by roll call vote on June 24, 2021 by the following vote:

**Board Member**

**Vote**

**President:** Ted Zanella

\_\_\_\_\_

**Clerk:** Renee Faught

\_\_\_\_\_

**Trustee:** Cindy King

\_\_\_\_\_

**Trustee:** Frank O'Connell

\_\_\_\_\_

**Trustee:** Stan Pura

\_\_\_\_\_

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_

Absent or not voting: \_\_\_\_\_

WHEREUPON, the President declared the foregoing resolution adopted, and SO ORDERED.

\_\_\_\_\_  
Ted Zanella, Board President

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky, Superintendent/Principal**

**TOPIC: Updates to 2021/2022 Student Parent Handbook**

**ACTION TO BE TAKEN: Approval Recommended**

**BACKGROUND INFORMATION:** Each year, the Superintendent/Principal reviews the Student/Parent Handbook and makes proposed changes. The current Student Parent Handbook can be found on the school website.

The suggested changes were discussed at the May Board of Trustee meeting.

Page #	Change from	Change to
5	7 <sup>th</sup> grade: Establish a parent committee to plan to graduation dance at the end of the year...	Move to the 8 <sup>th</sup> grade responsibilities. (With the larger grade levels, the graduation dance will be an 8 <sup>th</sup> grade event moving forward for all 8 <sup>th</sup> graders.) This have been a discussion with parents and students in the past few years.
7	For every day of suspension, the participant will miss one activity or game.	Students who are suspended will not be eligible for activities and sports. See page: 27
8	John McFall: ...and have scored proficient or advanced on both the STAR ELA and STAR math test in 7 <sup>th</sup> grade receive this award. If no student in the class has a 4.0 GPA, awards will go to the two students with the tow top GPAs who have scored Advanced or Proficient on both STAR ELA and STAR Math testing in the 7 <sup>th</sup> grade.	John McFall Award: All students who have a 4.0 GPA for 6 <sup>th</sup> -8 <sup>th</sup> grade. If no student in the class has a 4.0 GPA, awards will go to the two students with the top two GPAs.
8	Evelyn Muro: Scored proficient on the 7 <sup>th</sup> grade STAR test...	Evelyn Muro: Student who has overcome challenges and has earned A's and B's.
9	Students are not to arrive to school prior to 7:45 a.m.	Students are not to arrive to school prior to 7:50 a.m. (Rationale- students are dropped off at 7:30 and wait outside the gates with no supervision. Students have time to eat breakfast between 7:55-8:15. Food service and administration are in discussion about students eating breakfast in the classrooms if needed- for all students)

11	5 <sup>th</sup> Tardy: The student's parent(s) will be contacted, and the student will lose all lunch recess for a five (5) day period.	5 <sup>th</sup> Tardy: The student's parent(s) will be contacted. <del>and the student will lose all lunch recess for a five (5) day period.</del>
11	10 <sup>th</sup> Tardy: The student will lose all activities, including sports, for a one (1) month period and all recesses for a five (5) day period. The parent will be required to meet with administration to discuss the excessive tardy issue. Each additional tardy will result in the loss of all activities, including sports for a one (1) month period and the loss of recess for a five (5) day period.	10 <sup>th</sup> Tardy: <del>The student will lose all activities, including sports, for a one (1) month period and all recesses for a five (5) day period.</del> The parent will be required to meet with administration to discuss the excessive tardy issue. Excessive tardies may result in the loss of activities/sports.
12	Attendance in District in Which Parent or Guardian is Employed: ...to accept a transfer...	Attendance in District in Which Parent or Guardian is Employed (Allen Bill): ...to accept a <del>transfer</del> student
16	1 <sup>st</sup> semester ends December 18th. 2 <sup>nd</sup> semester ends June 3rd	1st semester ends December 17th. 2nd semester ends June 2nd
17	Release of Directory Information: ... submitting a request in writing by August 30, 2020	Release of Directory Information: ... submitting a request in writing by August 30, 2021
17	Spring Grove Food Program: ... available in the morning from 7:45-8:05	Change times to 7:50-8:10 <b>(After discussion with Food Service and the Planning Committee- this may change to in the classroom at 8:00)</b>
24	Digital Communication Devices: Upon arrival at school, students must turn all cell phones off...	Digital Communication Devices: Upon arrival at school, students must turn all cell phones and smart watches off...
27	Disciplinary Referral	Add to Disciplinary Referral 3 and 4: Possible suspension.
40	School Activity Calendar 2020-2021	2021-2022

All dates will be changed to 2021-2022. All changes to Ed Code, State and Federal Laws will be changed by the handbook company.

Items highlighted in bold will be discussed at the Planning for 2021-2022 school year with certificated staff and with the Board of Trustees before any final decisions are made.

CONCLUSION: The District requests approval of these updates.



# **DISCUSSION / ACTION**

# **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky – Superintendent/Principal**

**TOPIC: 2021 LCFF Budget Overview for Parents, 2021/2022 Local Control Accountability Plan (LCAP), 2021 LCAP/LCP Annual Updates**

**ACTION TO BE TAKEN: Approval Recommended**

---

**BACKGROUND INFORMATION:** Each year, the District brings the Local Control Accountability Plan (LCAP) to the Board of Trustees for approval. The 2021-2022 LCAP, along with 2021 LCFF Budget Overview for Parents, and the 2021 LCAP/LCP Annual Updates were all reviewed after the Public Hearing on May 27, 2021. Each document has been reviewed by the San Benito County Office of Education and feedback has been provided.

Once the documents have been approved, they will be sent to the SBCOE for final approval and posted on the District website. The LCAP actions and services will act as a guide to provide support for all students over the next school year.

**CONCLUSION:** Approval is recommended by the Board of Trustees.

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	North County Joint Union School District
<b>CDS Code:</b>	35 67504 6095202
<b>LEA Contact Information:</b>	Name: Jenny Bernosky Position: Superintendent/Principal Email: jbernosky@ncjUSD.k12.ca.us Phone: 8316373745
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$6,980,842
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$567,803
<b>All Other State Funds</b>	\$406,370
<b>All Local Funds</b>	\$387,180
<b>All federal funds</b>	\$313,283
<b>Total Projected Revenue</b>	\$8,087,675

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$8,217,186
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,115,503
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,016,445
<b>Expenditures not in the LCAP</b>	\$7,101,683

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$709,471
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$959,530

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$448,642
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$250,059

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Salaries and benefits for certificated staff, confidential staff, and confidential management, and administration. (The General Fund Budget expenditures also include transportation, maintenance, contract services, and capital outlay.)
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	The actual expenditures for increased or improved services for high needs students in the school year is less than was budgeted. This is due to the fact that the school was on Distance Learning from August thru October 2020 and then went to a hybrid AM/PM model for the rest of the school

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

year. Students were not able to be on campus during some that time. Many of the actions and services were tied to students being on campus.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North County Joint Union School District

CDS Code: 35 67504 6095202

School Year: 2021-22

LEA contact information:

Jenny Bernosky

Superintendent/Principal

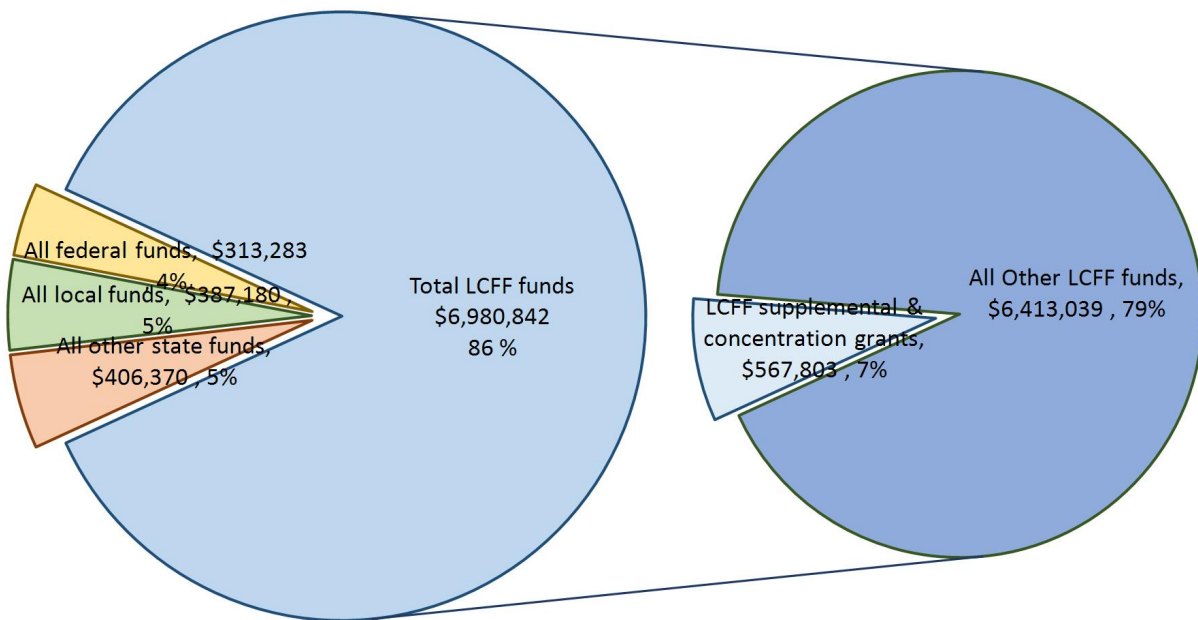
jbernosky@ncjUSD.k12.ca.us

8316373745

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



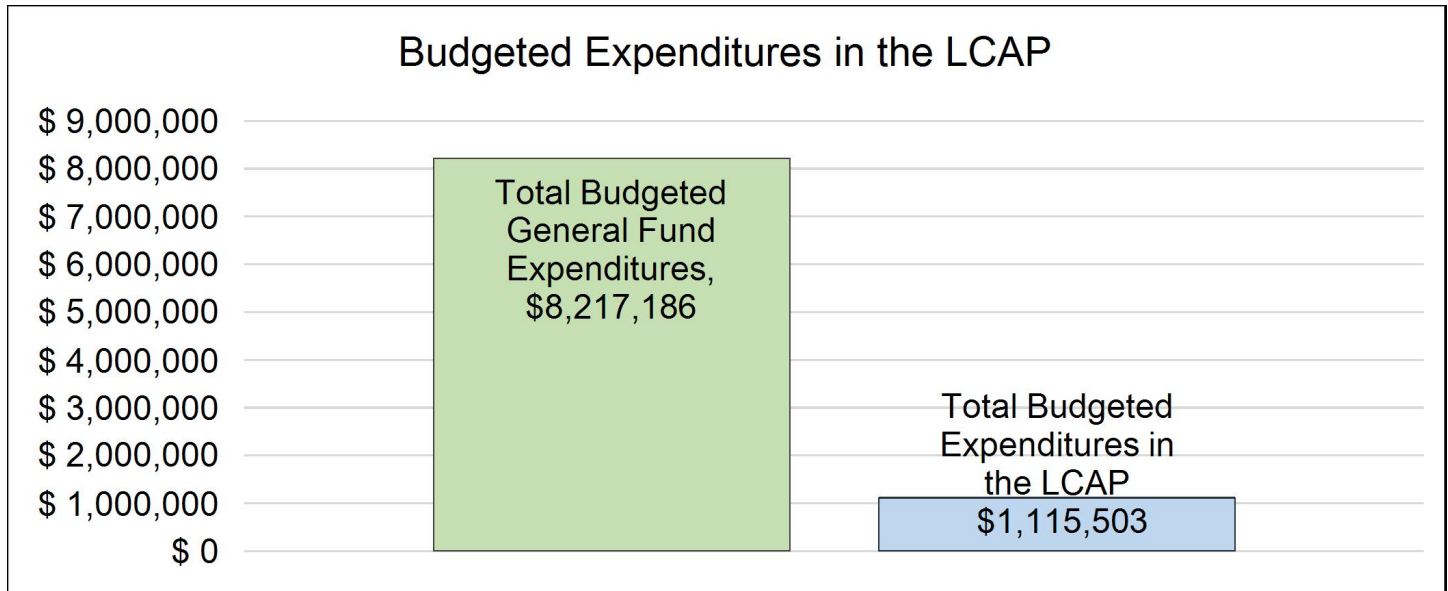
This chart shows the total general purpose revenue North County Joint Union School District expects to receive in the coming year from all sources.

The total revenue projected for North County Joint Union School District is \$8,087,675, of which \$6,980,842 is Local Control Funding Formula (LCFF), \$406,370 is other state funds, \$387,180 is local

funds, and \$313,283 is federal funds. Of the \$6,980,842 in LCFF Funds, \$567,803 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much North County Joint Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

North County Joint Union School District plans to spend \$8,217,186 for the 2021-22 school year. Of that amount, \$1,115,503 is tied to actions/services in the LCAP and \$7,101,683 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

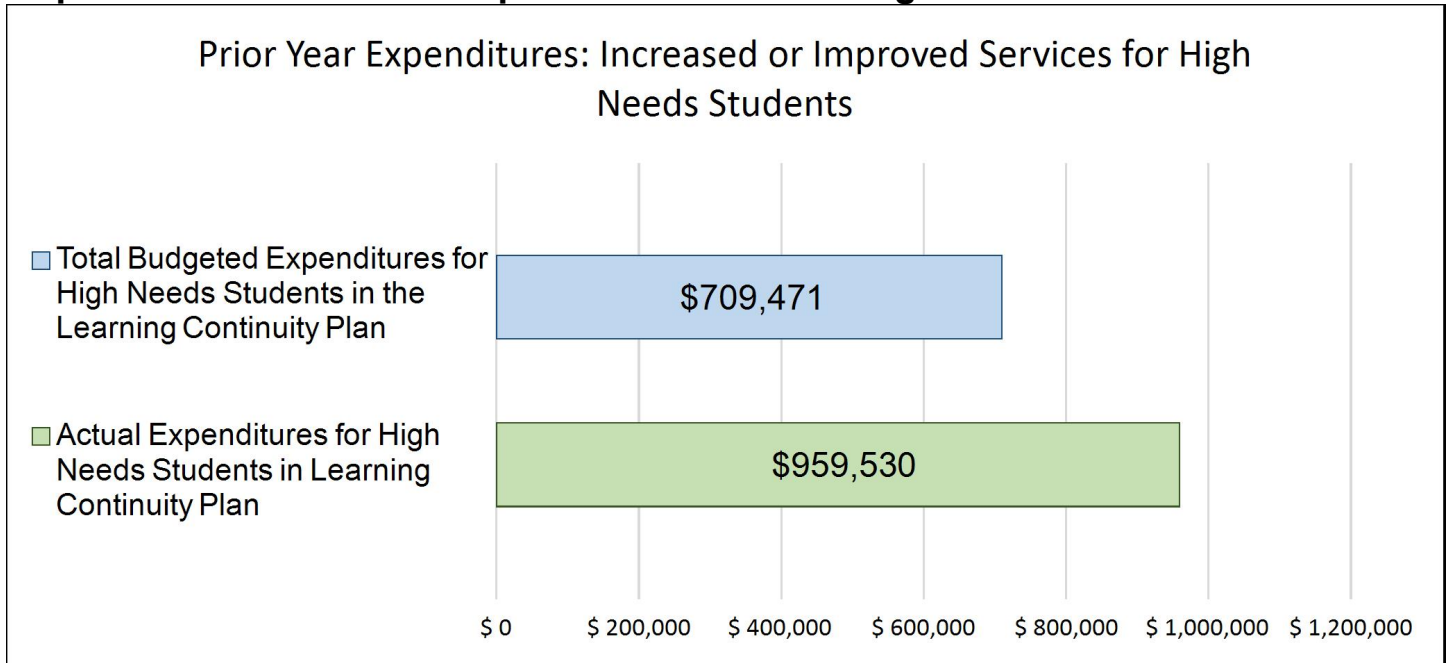
Salaries and benefits for certificated staff, confidential staff, and confidential management, and administration. (The General Fund Budget expenditures also include transportation, maintenance, contract services, and capital outlay.)

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, North County Joint Union School District is projecting it will receive \$567,803 based on the enrollment of foster youth, English learner, and low-income students. North County Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. North County Joint Union School District plans to spend \$1,016,445 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what North County Joint Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what North County Joint Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, North County Joint Union School District's Learning Continuity Plan budgeted \$709,471 for planned actions to increase or improve services for high needs students. North County Joint Union School District actually spent \$959,530 for actions to increase or improve services for high needs students in 2020-21.

The actual expenditures for increased or improved services for high needs students in the school year is less than was budgeted. This is due to the fact that the school was on Distance Learning from August thru October 2020 and then went to a hybrid AM/PM model for the rest of the school year. Students were not able to be on campus during some that time. Many of the actions and services were tied to students being on campus.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
North County Joint Union School District	Jennifer Bernosky Superintendent/Principal	jbernosky@sbcoe.org (831) 637-5574 ext. 200

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. All students will be provided with a quality education that will include highly qualified teachers, appropriate instructional materials, and clean, safe facilities.

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State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> SARC report on teacher credentials	100% of the teachers meet the certification requirements of CA teachers with no teacher misassignments per the SARC report.
<b>19-20</b> 100% of the teachers who meet the certification requirements of CA teachers with no teacher misassignments.	
<b>Baseline</b> 100% compliant on teacher credentials (35 teachers)	
<b>Metric/Indicator</b> CAASPP Math % standard Met/Exceeded	Eureka Math and Big Idea curriculum was used in every classroom to support the implementation of CCSS for all students. The percentage of students who increased will not be determined in 19-20 due to the cancellation of CAASPP testing.
<b>19-20</b> Eureka Math curriculum and Big Idea curriculum in each classroom to support the implementation of CCSS for all students and increase student scores in the CAASPP by increasing the number of students scoring a 3 or 4 by 5% from 2018-2019	
<b>Baseline</b> 0-8% increase based on subgroups	
<b>Metric/Indicator</b> Number of students who have textbooks.	All students have assess to textbooks- 100% Per Williams

69

Expected	Actual
<p><b>19-20</b> Purchase curriculum to support the CCSS in ELA, ELD, HSS, and NGSS</p> <p><b>Baseline</b> All students 100%</p>	
<p><b>Metric/Indicator</b> Suspensions reported in Calpads</p> <p><b>19-20</b> The expected suspension rate goal is less than 12.</p> <p><b>Baseline</b> 15 suspensions</p>	<p>Suspensions reported in CALPADS for 2019-2020 is 7 students.</p>
<p><b>Metric/Indicator</b> Expulsions reported in Calpads</p> <p><b>19-20</b> The expulsion rate goal is zero</p> <p><b>Baseline</b> 1 expulsion</p>	<p>Expulsions reported in CALPADS is zero.</p>
<p><b>Metric/Indicator</b> Purchase new school bus</p> <p><b>19-20</b> Money is to be set aside each year for the purchase of a new school bus. The cost of a school bus is approximately \$170,000.</p> <p><b>Baseline</b> \$25,000 set aside</p>	<p>\$25,000 was not set aside this year due to the uncertainty of bus transportation for the coming year.</p>
<p><b>Metric/Indicator</b> suspension report</p> <p><b>19-20</b> Wonder Woofs contract will maintain zero suspensions due to drugs on campus.</p> <p><b>Baseline</b></p>	<p>There were 7 suspensions reported in Calpads.</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Purchase curriculum to support CCSS ELA, ELD, Social Studies and NGSS. Adopt new ELA./ELD curriculum for TK-5th grade.	Purchase curriculum to support CCSS, ELA, ELD, HSS, and NGSS 4000-4999: Books And Supplies LCFF \$100,000	Curriculum 4000-4999: Books And Supplies LCFF 0.00
Contract with Wonder Woof to monitor a drug free campus.	Purchase curriculum to support CCSS ELA, ELD, HSS and NGSS 4000-4999: Books And Supplies LCFF \$11,000	Purchase Curriculum ccss,ELA, HSS, NGSS 4000-4999: Books And Supplies LCFF \$12,216
Purchase after 7 years of setting aside money for a new school bus to safely transport students to and from school. 2 years left.	Approve contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000	Wonder Woof 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$600
Purchase math curriculum in grades TK-8th grade to support CCSS	Set aside \$25,000 for new bus 7000-7439: Other Outgo Supplemental \$25,000	Set Aside \$25,000 7000-7439: Other Outgo Supplemental 0.00
	Purchase order for Eureka Math consumables for TK-5th grade. Purchase order for Big Idea math for 6th-8th grade. 4000-4999: Books And Supplies LCFF \$25,000	Eureka Math 4000-4999: Books And Supplies LCFF \$23,580

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds set aside for the purchase of a new school bus were not used due to the change in bus services. The NCJUSD students will be transported by an outside service, therefore a new bus is not needed at this time. New curriculum was not purchased in 2019-2020 due to the COVID shutdown.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes for Goal 1 included the following: purchasing math curriculum to support student learning, a safe learning environment with the support of Wonder Woofs, maintained a clean campus with new carpet, and supplemental materials to support the academic

needs of the students. The challenges included providing materials for students when the school moved to distance learning at a moment's notice.

Goal 2

2. All students will receive increased quality and/or quantity of education of CCSS in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Annual CELDT scores, classroom grades, District writing assessments <b>19-20</b> Redesignate 20% of the of English Learners based on metrics (1st-8th) <b>Baseline</b> 20% redesignated	22% of English Learners in 1st-8th grade were redesignated based on metrics.
<b>Metric/Indicator</b> BPST results/Reading results, CAASPP scores, classroom grades <b>19-20</b> Increased intervention tier 2 support. 10% decrease in students scoring below grade level as measured by benchmark assessments and Tier 2 assessments (Tk-8th) Review data from 3rd grade. <b>Baseline</b> BPST reading results for 1st and 2nd grade 25% below grade level.	Based on the BPST results in January 2020, 20% of students in TK-3rd grade were below grade level in reading. CAASPP scores for 2019-2020 are not available to determine the percentage of 4th-8th graders below grade level.

Expected	Actual
<p>CAASPP scores for 3rd -8th grade 41% scored a 1-2 which is below grade level.</p>	
<p><b>Metric/Indicator</b> Classroom observations, CAASPP Scores</p> <p><b>19-20</b> Professional development for CCSS strategies in ELA, Math, NGSS(TK-8th).</p> <p><b>Baseline</b> 100% certificated staff</p>	<p>100% of the certificated staff received ELA and math professional development in TK-8th grade. 10% of teachers recieved NGSS professional development.</p>
<p><b>Metric/Indicator</b> CAASPP results</p> <p><b>19-20</b> 5% increase in proficiency for each subgroup on CCSS as measured by the CAASPP (3rd-8th)</p> <p><b>Baseline</b> 0-8% in ELA and Math based on subgroups (Hispanic, Students with Disabilities, English Learners, Socially Economically Disadvantaged)</p>	<p>Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.</p>
<p><b>Metric/Indicator</b> Interim blocks, CAASPP results</p> <p><b>19-20</b> Provide data that measures effectiveness of the programs provided.</p> <p><b>Baseline</b> not available</p>	<p>Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.</p>
<p><b>Metric/Indicator</b> CAASPP results</p> <p><b>19-20</b></p>	<p>Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.</p>

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<b>Expected</b>	<b>Actual</b>
<p>Compare results of student achievement on CAAASP from 2018-2019 (3rd-8th) and show growth of 5% (Students who move into met standards)</p> <p><b>Baseline</b> 0-8% in ELA and Math based on subgroups</p> <p><b>Metric/Indicator</b> SARB data and annual attendance reports P-2, chronic absenteeism rates</p> <p><b>19-20</b> Measure attendance rates and chronic absenteeism based on SARB data. Decrease chronic absenteeism by .5%.</p> <p><b>Baseline</b> zero students were referred to SARB , 97% attendance, 2.6% Chronic absenteeism</p>	<p>Zero students were referred to SARB. 96.5% attendance 1% chronic absenteeism</p>

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## **Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Intervention support for students to improve academic achievement in CCSS	<p>Maintain a 1.0 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental 77,699</p> <p>Employee benefits 3000-3999: Employee Benefits Supplemental \$22,176</p> <p>Contract with AVID for services for all grades 20 teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$13,000</p> <p>Reimbursement for travel and conference expenses for AVID 5000-5999: Services And Other</p>	<p>Maintained a 1.0 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$78,562</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental \$31,837</p> <p>Contract with AVID 20 Teachers 5000-5999: Services And Other Operating Expenditures LCFF \$16,500</p> <p>Reimbursement for travel and conference AVID 5000-5999: Services And Other Operating</p>

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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Operating Expenditures Supplemental \$20,000  Orton-Gillingham training with IMSE ( 2 staff members trained, and a one day refresher course) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000	Expenditures Supplemental \$27,849  Orton Gillingham Training (2 staff members ) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,498
Maintain CAASPP block benchmarks (2-3 per year) for CCSS in ELA, NGSS, Social Studies and Math (1st-8th). Purchase an online math benchmark assessment and support program. The cost is based on the number of students. The service fee is the same whether teachers choose questions to develop benchmarks or use benchmarks provided in the service. Evaluate progress.	Stipends for teachers to attend training with IMSE for Orton-Gillingham 1000-1999: Certificated Personnel Salaries Supplemental \$8,000  Statutory benefits 3000-3999: Employee Benefits Supplemental \$1,635	Stipends for teachers to attend training with IMSE for Orton-Gillingham 1000-1999: Certificated Personnel Salaries Supplemental \$5,058  Statutory Benefits 3000-3999: Employee Benefits Supplemental \$1,077
Maintain a full time ELD teacher to provide a comprehension ELD program to all 1st-8th grade English Learner students. Evaluate progress towards proficiency in English to redesignate student to proficient in English within 5 years of enrolling in Spring Grove School	Continue data service 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000  Maintain 1.0 FTE Credentialed teacher 1000-1999: Certificated Personnel Salaries Supplemental \$44,457  3000-3999: Employee Benefits Supplemental \$12,531	Continue data service 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000  Maintain 1.0 FTE Credentialed teacher 1000-1999: Certificated Personnel Salaries Supplemental \$42,598  Benefits 3000-3999: Employee Benefits Supplemental \$16,599
	Maintain 1.0 FTE credentialed teacher 1000-1999: Certificated Personnel Salaries Title I \$44,457  3000-3999: Employee Benefits Title I \$12,531	Maintain 1.0 FTE credentialed teacher 1000-1999: Certificated Personnel Salaries Title I \$42,598  Benefits 3000-3999: Employee Benefits Title I \$16,599

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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-4 teachers and oen 5 hour Intervention Support Specialist. The Intervention Support Specialists will push in to every Tk-4th grade for at least 40 minutes each day. They will work with students who need additional reteaching of reading, writing, and/or math concepts taught by the classroom teachers. They will work under the direction of the classroom teachers and administration.	Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-5 teachers and one 5 hour Intervention Support Specialist 2000-2999: Classified Personnel Salaries Supplemental \$56,632 Employee benefits 3000-3999: Employee Benefits Supplemental \$24,244	Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-5 teachers and one 5 hour Intervention Support Specialist 2000-2999: Classified Personnel Salaries Supplemental \$71,902 Employee benefits 3000-3999: Employee Benefits Supplemental \$23,580
Provide continued support to the Alternative Education 7th and 8th grade class. Review and evaluate student progress.(Funds are for 2 students)	Allow for students who are not meeting grade level expectations academically and behaviorally to attend the alternative education program 7000-7439: Other Outgo Supplemental \$32,000	Allow for students who are not meeting grade level expectations academically and behaviorally to attend the alternative education program 7000-7439: Other Outgo Supplemental \$11,000
Provide Interventions/Tier 2 and 3 curriculum for ELA, Social studies, NGSS, and math(TK-8th grade) to support students with disabilities.	Purchase research based materials 4000-4999: Books And Supplies Supplemental \$5,000  Purchase technology to support 4000-4999: Books And Supplies Supplemental \$500  Contract with SBCOE for Reading app (Footsteps to Brilliance for TK-3rd grade) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500  Progress monitoring program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000	Purchase research based materials I Ready 4000-4999: Books And Supplies Supplemental \$14,418  Purchase technology to support 4000-4999: Books And Supplies Supplemental \$500  Contract with SBCOE for Reading app (Footsteps to Brilliance for TK-3rd grade) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,990  Progress monitoring program 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,225

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Provide extended day intervention services for 1st-3rd grade (2 sessions x 8 weeks) to support students who are not mastering the ELA , NGSS, Social studies and Math standards during the regular school day. Focus on English Learners.	purchase incentives for progress on Footsteps to Brilliance 4000-4999: Books And Supplies Supplemental \$500	purchase incentives for progress on Footsteps to Brilliance 4000-4999: Books And Supplies Supplemental \$180
Provide evening math tutoring and use of technology in the library. 2 staff members x 12 weeks for 2 nights per week/1 hour	Provide after school ELA and math intervention 3 teachers x 4 hours x 16 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$8,545 Employee benefits 3000-3999: Employee Benefits Supplemental \$1,837 books and supplies 4000-4999: Books And Supplies Supplemental \$300	Provide after school ELA and math intervention 3 teachers x 4 hours x 10 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$5,341 Employee benefits 3000-3999: Employee Benefits Supplemental \$1,096 books and supplies 4000-4999: Books And Supplies Supplemental \$189
Provide 2 full days of Professional Development for certificated staff members to support District Goals and Objectives. Teachers will work on benchmarks, pacing guides, be given instruction in ELA, ELD, NGSS, Math standards.Provided outside of the certificated contract.	Hire 2 staff members to oversee program x 2 hours x 12 weeks. 1000-1999: Certificated Personnel Salaries Supplemental \$4,000 Employee Benefits 3000-3999: Employee Benefits Supplemental \$860 Daily rate of pay per teacher x 2 6 hour days 1000-1999: Certificated Personnel Salaries Supplemental \$33,949 Employee Benefits 3000-3999: Employee Benefits Supplemental \$7,299	Hire 2 staff members to oversee program x 2 hours x 12 weeks. 1000-1999: Certificated Personnel Salaries 0.00 0.00 Daily rate of pay per teacher x 2 6 hour days 1000-1999: Certificated Personnel Salaries Supplemental \$13,642 Employee Benefits 3000-3999: Employee Benefits Supplemental \$2,799

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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Goal 2 is focused on providing academic supports during the school year. Due to COVID, some of the in person learning opportunities from March thru June were not offered. The full day professional development that was planned for June was not able to occur, as well as the evening math tutoring for 4th-8th grade students. The after school interventions were ended in March but were budgeted to end in May.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes of Goal 2 included the intervention teacher who provided math support to 4th-8th graders throughout the school year and during Distance Learning. The Intervention Support Specialists worked with students in small groups and then provided small group instruction during Distance Learning. Supplemental materials to support small group instruction and English Learners helped students to be redesignated. Having online programs- Footsteps2brilliance and i-ready were an asset to our students while learning at home. The challenges included being inovative in supporting our students while at home.

Goal 3

3. All students will have access to technology to support college and career readiness as determined by the CCSS and the CAASPP tests given to all 3rd-8th grade students..

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Number of students with one to one devices. <b>19-20</b> Maintain one to one technology for all 2nd -8th grade classroom,including classes for student with disabilities <b>Baseline</b> One to One technology in all 6th-8th grade classrooms.	One to one technology in all 2nd-8th grade classrooms.
<b>Metric/Indicator</b> Library schedule (master) <b>19-20</b> TK-2nd grade up to 1 hour of computer time weekly. <b>Baseline</b> 30 minutes per student per week	TK-2nd grader receive at least 1 hour of computer time weekly.
<b>Metric/Indicator</b> CAASPP results, classroom observations <b>19-20</b>	100% use of technology for CAASPP which was suspended for 2019-2020, 4th-8th grade use google classroom, docs, form, and slides.

Expected	Actual
<p>All 3rd-8th grade students use of technology for CAAASP testing, use of Google classroom, docs, forms, and slides.</p> <p><b>Baseline</b> 100% use of technology for CAAASP testing. 6th-8th grade use Google classroom, docs, forms, and slides</p>	
<p><b>Metric/Indicator</b> Number of students graduating/ middle school drop out rate</p> <p><b>19-20</b> 8th grade graduation rate at 100%</p> <p><b>Baseline</b> 100%, drop out rate zero</p>	<p>Zero percent drop out rate and 100% of 8th graders will be graduating in June 2020.</p>
<p><b>Metric/Indicator</b> Suspensions reported in Calpads</p> <p><b>19-20</b> Suspension rate at less than 12 students for the year.</p> <p><b>Baseline</b> 15 suspensions</p>	<p>The suspension reported in Calpads was 7.</p>
<p><b>Metric/Indicator</b> Expulsions reported in Calpads</p> <p><b>19-20</b> Expulsion rate at zero</p> <p><b>Baseline</b> 1 expulsion</p>	<p>The expulsions reported in Calpads was zero.</p>
<p><b>Metric/Indicator</b> Annual attendance report P-2, SARB letters, chronic absenteeism</p> <p><b>19-20</b> Maintain attendance rate at 97%, reduce chronic absenteeism to 2.1%</p>	<p>ADA reported was 96.5% and chronic absenteeism was 1%</p>

Expected	Actual
<b>Baseline</b> 97% ADA, chronic absenteeism 3%	

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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain and upgrade technology for one to one student use in classrooms so that all students in 2nd -8th grade will have one to one use of technology and be able to demonstrate preparedness for career/ college and perform on the CAASPP tests. Upgrade technology in the classroom. Upgrade computers in the library for TK-1st grade students.	Purchase replacement mobile units for classroom use and classroom computers. 4000-4999: Books And Supplies LCFF \$15,000	Purchased Chromebooks 3000-3999: Employee Benefits Other \$36,286
Offer hours for students and parents to use the library/classroom after school hours to have access to computers and technology (TK-8th) to allow additional access outside of the regular day and monitor student use with attendance sheets.	Extra hourly pay for school personnel to oversee the library and/or classroom with chromebooks 4 teachers x 2 hours x 20 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$9,000	Extra hourly pay for school personnel to oversee the library and/or classroom with chromebooks 4 teachers x 2 hours x 14 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$4,985
Access Transport Services for AT & T - Bandwidth Connectivity to continue to allow schoolwide access to all computers and technology during the school day.	Benefits 3000-3999: Employee Benefits Supplemental \$1,842	Benefits 3000-3999: Employee Benefits Supplemental \$1,023
Implement digital citizenship pilot program	Bandwidth Connectivity 5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,000	Bandwidth Connectivity 5800: Professional/Consulting Services And Operating Expenditures LCFF \$15,000
Additional technology support time to accommodate increased technology on campus	Contract with service provider for training for staff, students, and parents 5800: Professional/Consulting Services And Operating Expenditures LCFF \$10,000	n/a 0.00
Additional technology support time to accommodate increased technology on campus	Contract with SBCOE for additional technology support 5800: Professional/Consulting	Contract with SBCOE for additional technology support 5800: Professional/Consulting

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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Services And Operating Expenditures Supplemental \$25,000	Services And Operating Expenditures Supplemental \$25,000
Contract with GoGuardian for technology monitoring on 4th-8th grade student chromebooks	Contract for annual service 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500	Contract for annual Service 5000-5999: Services And Other Operating Expenditures Supplemental \$3,225

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The digital citizenship program funds were not spent out. The District was able to find a program online at no cost- Common Sense Media. The additional support with chromebooks after school was not completely implemented due to the school closure. All other expenses for the action/services of Goal 3 were spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The technology support was a huge success during the 2019-2020 school year. The purchase of the additional chromebooks made the transition to distance learning smooth. The Go Guardian was also a success for teachers to see what students were working on at home as well as at school.

Goal 4

4. Students will be provided the opportunity to participate in extra- curricular activities during the regular school day and outside of the regular school day.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes	
Expected	Actual
<b>Metric/Indicator</b> Attendance sheets, parent/student surveys <b>19-20</b> Provide 42% of student population participation in extra curricular activities. <b>Baseline</b> 30% of student population in extra curricular activities.	40% of the student population was provided extra curricular activities based on attendance sheets.
<b>Metric/Indicator</b> Number of students graduating <b>19-20</b> Graduation rate at 100% <b>Baseline</b> 100% graduation rate	100% of 8th graders will be graduating in 2020.
<b>Metric/Indicator</b> Number of expulsions reported in Calpads <b>19-20</b> Expulsion rate at zero <b>Baseline</b>	Zero expulsions were reported in Calpads.

Expected	Actual
1 expulsion	
<b>Metric/Indicator</b> Number of suspensions reported in Calpads <b>19-20</b> Suspension rate at less than 12 students <b>Baseline</b> 15 suspensions	7 suspensions were reported in Calpads.
<b>Metric/Indicator</b> Results of CA healthy kids survey <b>19-20</b> Baseline results of CA Healthy Kids Survey Report <b>Baseline</b> first set of results to be in 2017-2018	Due to school closure in March 2020, the CA healthy kids survey was not completed.
<b>Metric/Indicator</b> Master calendar schedule <b>19-20</b> Master schedule/calendar to document dates of classes <b>Baseline</b> 100% per calendar	The master calendar documented all of the scheduled classes.
<b>Metric/Indicator</b> Attendance report P-2 <b>19-20</b> Maintain attendance rate ADA at 97% <b>Baseline</b> 97% attendance rate	Attendance was maintained at 96.5%.
<b>Metric/Indicator</b> Chronic absenteeism , SARB letter <b>19-20</b> Use data from chronic absenteeism and SARB letters as data. Maintain chronic absenteeism at 2.1%	Chronic absenteeism was reported at 7 students (18 absences or more).

Expected	Actual
<b>Baseline</b> zero	

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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide after school enrichment classes ( art, science, music, and/or technology) for one 4 week session per semester (2 days per week) (1st-8th ) Parent and student survey provided and results reported. Participate in an end of the sessions show for the community.	Hire staff to provide enrichment classes at the extra hourly rate of pay. 3 hours per week x 8 weeks x 6 teachers 1000-1999: Certificated Personnel Salaries Supplemental \$7,000 3000-3999: Employee Benefits Supplemental \$1,430 4000-4999: Books And Supplies Supplemental \$600	Hire staff to provide enrichment classes at the extra hourly rate of pay. 1.5 hours per week x 10 weeks x 6 teachers 1000-1999: Certificated Personnel Salaries Supplemental \$4,807 Benefits 3000-3999: Employee Benefits Supplemental \$986 Books and Supplies 4000-4999: Books And Supplies Supplemental \$237
Provide 7th grade with cultural arts curriculum for Social Studies for 12 weeks	Contract with EI Teatro 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,500	Contract with EI Teatro 5700-5799: Transfers Of Direct Costs Supplemental \$4,500
Provide an enrichment summer school program to all current TK-7th grade students. Parent and student survey provided and results/data shared.	Hire staff for a 4 week session during the summer 4 teachers x 4 hours per day x 4 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$14,243 3000-3999: Employee Benefits Supplemental \$2,910 4000-4999: Books And Supplies Supplemental \$800	Hire staff for a 4 week session during the summer 4 teachers x 4 hours per day x 4 weeks 1000-1999: Certificated Personnel Salaries Supplemental \$14,243 Benefits 3000-3999: Employee Benefits Supplemental \$2,922 Books and Supplies 4000-4999: Books And Supplies Supplemental \$800
Provide band/ or choir for students in 2nd -8th grade outside of the regular school day. Parent/student survey provided and results/data shared to determine effectiveness	Hire staff to teach beginning and intermediate music 1000-1999:	Music as Enrichment 1000-1999: Certificated Personnel Salaries Supplemental \$1,809

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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Certificated Personnel Salaries Supplemental \$7,000 3000-3999: Employee Benefits Supplemental \$1,430 purchase materials 4000-4999: Books And Supplies Supplemental \$1,000	Benefits 3000-3999: Employee Benefits Supplemental \$368 purchase materials 4000-4999: Books And Supplies Supplemental \$1,428
Offer Girls Inc. class for middle school girls and elementary girls to support girls academic and social well being. After school program.	Contract with Girls Inc. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,000 Books and Supplies 4000-4999: Books And Supplies Supplemental \$100	Contract with Girls Inc. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500 Books and Supplies 4000-4999: Books And Supplies Supplemental \$100
Action/Service deleted		

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the school closure, the following actions/services were not fully implemented: Girls Inc, the music program, and the 2nd semester after school enrichment programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes of Goal 4 include: continuing with El Teatro virtually, virtual summer school, the start of Girls Inc on campus, and a semester of enrichment classes. The challenges included how to navigate enrichment programs virtually.

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Goal 5

5. To ensure that all stakeholders are informed as it relates to academics, attendance, and student events.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent sign in sheets. Minutes from School Site Council Meetings <b>19-20</b> Maintain 60% of parents who attend parent education events <b>Baseline</b> 28% of parents attended at least one parent education meeting.	60% of parents attended at least one parent education night- Back to School Night, Literacy Night, Whole Brain Teaching at home, Reading Comprehension Night, and Freshman parent night, as well as Stakeholder engagement night for LCAP.
<b>Metric/Indicator</b> Attendance report. P-2 <b>19-20</b> Maintain 97% attendance rate based on ADA to maximize delivery of instruction <b>Baseline</b> 97% attendance	Maintained 96.5% attendance.
<b>Metric/Indicator</b> Quarterly District Williams report <b>19-20</b> Compliance with District Williams Report 100% compliant	100% complaint based on Quarterly District Williams Report.

Expected	Actual
<b>Baseline</b> 100% compliant	
<b>Metric/Indicator</b> Number of students graduating <b>19-20</b> Graduation rate 100% <b>Baseline</b> 100%	100% of 8th graders graduated in 2020.
<b>Metric/Indicator</b> Suspensions reported in Calpads <b>19-20</b> Suspension rate at less than 12 <b>Baseline</b> 15 suspensions	7 suspensions were reported in Calpads.
<b>Metric/Indicator</b> Expulsions reported in Calpads <b>19-20</b> Expulsion rate at zero <b>Baseline</b> 1 expulsion	Zero expulsions were reported in Calpads.
<b>Metric/Indicator</b> Agendas, minutes, and attendance sheets <b>19-20</b> Migrant budget to support parent education during Migrant meetings <b>Baseline</b> 100% compliant	100% complaint with Migrant budget to support parent education.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer monthly parent education events to address: CCSS, attendance, safety, and technology (TK-8th) and a 6th grade orientation night for students and parents.	Administration and staff to provide training - Staff paid at extra hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$3,000 Employee benefits 3000-3999: Employee Benefits Supplemental \$600 4000-4999: Books And Supplies Supplemental \$600	Administration and staff to provide training - Staff paid at extra hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,113 Employee benefits 3000-3999: Employee Benefits Supplemental \$228 Books and Supplies 4000-4999: Books And Supplies Supplemental \$304
Invite parents to attend informational meetings and provide a Spanish translator, incentives, and child care (TK-8th) Add a 6th grade orientation for parents and students with Spanish translation and dinner provided.	Translation services 2000-2999: Classified Personnel Salaries Supplemental \$1,000 Employee benefits 3000-3999: Employee Benefits Supplemental \$179 Incentives 4000-4999: Books And Supplies Supplemental \$500	Translation Services: Child Care 2000-2999: Classified Personnel Salaries Supplemental \$68 Employee Benefits 3000-3999: Employee Benefits Supplemental \$22 Incentives 4000-4999: Books And Supplies Supplemental \$304

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Parent meetings and translation services were not fully implemented due to COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Providing parent trainings to support reading and math at home have been a success. Spanish speaking parents are excited to attend when they have translation available to them. Due to COVID, many of the parent meetings were cancelled.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: The District will provide personal protection equipment for all staff and students to ensure a healthy and safe work and learning environment. The District will follow the protocols recommended by the California Department of Education, the California Department of Public Health, the San Benito Public Health Department, and the San Benito County Office of Education. Providing PPE will increase services and ensure safety of students and staff.	66,000	47,404	No
Action 2: The District will work with the custodial staff to ensure training is provided and followed for sanitizing and disinfecting before, during, and after school. The custodial staff will follow a check list and will document disinfecting daily. Additional staff will be hired to support the disinfecting.	4,700	9,784	No
Action 3: The District and staff will implement the hybrid learning plan with 4 days of in person instruction, and one day of asynchronous instruction. Students who are in need of additional academic support (English Learners, Low Income, and students with disabilities) will be provided additional small group instruction.	21,721	67,580	Yes
Action 4: The District and Food Services will provide healthy snacks and a lunch meal to all students during the hybrid instruction.	9,400	9,784	Yes
Action 5: Administration and teachers will administer the i-Ready diagnostic in both math and reading. Students will be provided lessons to support their academic growth. Students who are low performing or are English Learners will be provided interventions to	23,600	23,600	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
meet their academic needs. i-Ready will meet the learning loss students felt during the school closure beginning in March.			

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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The in person actions described above were all implemented during the 2020-2021 school year. The District purchased personal protection equipment to ensure that the learning environment was safe for all students and staff. The District was compliant and followed the safety protocols required by the CDE, CDPH, and the San Benito County Public Health Department.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On October 28, 2020, the North County Joint Union School District opened its doors for an in person hybrid schedule for all students TK-8th grade. The students' and staffs' social emotional state greatly improved with in person learning. This was evident in the students' attendance and academic performance which shows in the data from District assessments: Writing, i-Ready reading and math, Reading Results testing in TK-3rd grade and local assessments. The challenges the District faced was the number of students who stayed out on an Independent Study Contract during the winter months and the engagement/attendance accountability.

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## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Purchase 576 new Chromebooks for distribution to students to replace Chromebooks which are 5 years old.	136,000	202,636	Yes
Action 2: Purchase 120 hot spots to distribute to students for internet access due to lack of quality internet access in homes of low income students.	50,000	18,151	Yes
Action 3: The District is committed to providing the necessary online instructional academic tools to support students and learning loss: i-ready Reading and math, online Wordly Wise, Online Big Idea math access and support, Eureka Math online assessments, Google extensions for student engagement, Footsteps 2 Brilliance reading program, TpT school access digital lessons, Go Guardian, Super Science and Scholastic News- Scholastic, Teachers Curriculum Institute, IXL-reading and math.	25,810	41,876	Yes
Action 4: The District is committed to providing professional development to support teaching and learning for all staff and Induction training and support for new teachers.	34,368	19,582	Yes
Action 5: The District plans to meet the demands of teaching through distance learning with technology to support instruction with document cameras, Chromebooks, and monitors for teachers and instruction aides at school and home.	23,000	22,348	Yes
Action 6: The District will provide options for families who are not able to have their students on campus for the entire semester/year due to health concerns. The District will provide three certificated teachers for the long term independent study program. (ROAR teachers)	136,576	296,241	Yes
Action 7: The District needs to ensure that technology and library support is provided for students and staff in a timely manner. With the increasing demands and time sensitive matters with Chromebook devices, student connectivity, parent and staff support, the District will	59,517	56,267	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
increase staffing to ensure distance learning is successful for all with a Technology/Library Specialist.			
Action 8: The District needs to ensure that English Learners, Foster Youth, and Low Income students have the necessary manipulatives, white board, reading books, and novels to successfully learn at home and at school.	10,000	33,864	Yes
Action 9: The District will ensure that all children who are Low Income, English Learner, and Foster Youth have access to free meals Monday-Friday and will deliver meals to central locations within the school boundaries.	12,500	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During Distance Learning, the priority was to ensure that low income students, English Learners, Foster Youth, and Students with Disabilities were provided the necessary tools to be successful at home. The District was able to provide all the actions listed above to support students at home. There were no costs assessed to the District for meals.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The District did a great job providing a continuity of instruction both at home and at school. The District was able to purchase and provide a chromebook for each student. Connectivity is always a topic of concern due to the fact that District is located in a rural area with limited wifi access. The District did purchase hotspots that worked but not in all areas. Pupil participation was an ongoing struggle during Distance Learning but greatly improved when students returned to the campus for the AM/PM hybrid. Students with additional academic needs were able to come to in person learning after school, on Fridays, and also during monthly Saturday School sessions. This was a huge success for students. All special education needs were met both virtually and in person. The District was able to partner with the San Benito High School District and also the San Benito County Office of Education for virtual trainings which supported technology strategies while teaching remotely. The District also fine tuned their Google training and level of understanding which will be a benefit for years to come. Because the staff all returned to on campus work in October, staff were dedicated and did their job 120%.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: To ensure pupil learning loss is addressed, a four week summer school will be offered to all TK-7th grade students based on their academic assessments. All English Learners who are at a level 1,2,3 on the ELPAC test will be invited. All low-income, foster youth, students with homelessness, and students with exceptional needs will have priority for summer school based on their academic assessments during the 2020-2021 school year.	18,176	21,628	Yes
Action 2: To address the learning loss during the school year, English Learners and low income students will be invited to participate in after school interventions virtually and on campus when available. Certificated teachers will provide the direct instruction to all students on grade level ELA, math, and ELD standards not yet mastered.	12,603	14,137	Yes
Action 3: To ensure students are receiving interventions during the school day, the District will create small groups of students who are English Learners and students who are not meeting grade level standards. The students will be provided reteaching of standards by an Intervention Support Specialist.	53,656	67,117	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The actions provided to assist students who might experience Learning Loss during the 2020-2021 school year were provided in both small group, virtual and on campus after school interventions. Summer School is scheduled and is full at this time. All English Learners, low income students, foster youth students, and students with disabilities have been invited. There were no significant differences.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

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The District had many successes with addressing Pupil Learning Loss. During the 2020-2021 school year over 90 students attended one or two Saturday Schools each month. They received additional supports in ELA and math with a credentialed teacher. English Learners in 6th-8th grade who have not yet been redesignated after 5 years, attended a small group classes every Friday. They also received additional interventions during the school day. English Learners in 1st-5th grade also received additional small group instruction. After school instruction was provided 2-3 days per week for 1st-3rd graders in class sizes of 5-8 students. The data for reading has shown growth for all students. The data from the 2021 summer school has not yet been gathered, as summer school will begin on June 14th. The biggest challenge the District faced was not being able to provide transportation for the students who attended the AM hybrid and were not able to get a ride back in the afternoon.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

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As the District quickly discovered, the social emotional well-being for all students was a high priority. The District was able to connect with the San Benito County Behavioral Health Department. Referrals were signed by parents and sent in to receive services. Students were able to be seen both through virtual and in person meetings. The District also worked with CSU Monterey Bay and their School Psychology students. Two psychology students worked closely with the Special Education Department and also provided individual counseling to students with parent permission throughout the year. The teaching staff worked with administration to provide additional supports and interventions for students and families. The challenge is knowing who needs support early to provide interventions.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District continued to provide resources to assist families. The Community Food Bank provided food and the District reached out to get the food in the hands of the families. The Director of Curriculum, Instruction, and Student Services held virtual Migrant and English Learner parent meetings 5 times during the year. During these meetings, she provided support, resources, and information. The District also used the phone calling/email system and facebook to advertise services to assist families. The school secretaries contacted parents and provided one on one support with technology and Google Classroom. The challenges included reaching all families early in the year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Food Service Department was successful in providing both breakfast and lunch to all students during in person learning and a drive thru pick up every day. The challenge was being sure that no one is going without food.

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## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Action 1: To ensure that all students are receiving an engaging and rigorous curriculum with strategies to assist with Writing, Inquiry, Reading, Collaboration, and Organization, the District is an AVID school and is provided materials, strategies, professional development, and classes to support students as they move towards college and career.	36,100	18,953	Yes
Distance Learning Program (Pupil Participation and Progress)	Action 2: To provide a comprehensive, multisensory approach to phonics and reading, the District has provided Orton Gillingham training for staff to ensure that all primary staff are certified. These strategies support English Learners and students with exceptional needs as well as all students in their quest to become readers by the 3rd grade.	3,825	2,593	Yes
Distance Learning Program (Access to Devices and Connectivity)	Action 3: With the increased need for bandwidth and tech support, the District contracts with the San Benito County Office of Education. The IT department supports the Chromebook repairs, bandwidth issues, and purchasing of devices to support all students and staff.	15,000	28,959	Yes
Pupil Engagement and Outreach	Action 4: The District believes that students benefit from enrichment classes that support the arts, sciences, and activities that are not available during the regular school day. These classes provide opportunities to low-income students that may not be available otherwise.	4,919	5,510	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Action 5: To promote healthy lifestyles and positive role models, the District partners with Girls Inc. for mother/guardian/daughter classes. These classes also support a positive social/emotional development.	7,000	0	Yes
Distance Learning Program	Action 6: To support students who are above grade level in the 8th grade and to open opportunities in the future, the District offers a full year geometry class outside of the regular school day. All 8th graders enrolled in Algebra are eligible to participate in the geometry class and receive credit.	9,700	8,704	Yes
Pupil Engagement and Outreach	Action 7: To ensure that parents have the tools and resources to support their children academically and socially, the District provides parent education in technology, social media, reading and math, as well as technology. Spanish translation is also provided to support English Learner parents during the year.	6,000	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actions listed were all provided. There was no cost to provide the Girls Inc program. The parent education took place during the school day, therefore there were no additional costs.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many of the actions and services provided during in-person and distance learning programs for the 2020-2021 have been developed into actions for the 2021-2024 LCAP. The actions provided will be expanded to meet the needs of all students. The use of chromebooks at all grade levels in conjunction with Google Classroom will continue during the 2021-2022 school year. The dedicated after school interventions and tutoring will be offered to all students in 1st-8th grade. Providing professional development for staff with

technology, AVID, reading, math, science and ELD is vital and will be a focus in the 2021-2024 LCAP. Based on the data the District has begun to gather on Social Emotional Well-Being of students, the District has added an action to hire a School Psychologist Intern to support small groups and one to one counseling sessions. Most of the actions will be carried over to the 2021-2024 LCAP because the data supports that they have worked.

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An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Assessing, gathering data, and reviewing the data from the 2021-2022 school year has also provided proof that pupil learning loss actions will need to be addressed in the 2021-2024 LCAP. Students who are English Learners, low income, students with disabilities, and foster youth are a priority and the additional supports in the LCAP are focused meet their needs. The goal is to fill in the gaps that students have due to loss of in person instruction. Certificated staff will also need additional training, materials, and assessment tools to support the learning loss and the recovery in the next several years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences.

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## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The actions and services in both the 2019-2020 LCAP and the 2020-2021 LCP have provided supports that help students academically and social emotionally. The additional academic supports will be implemented in the 21-22 LCAP. These services include: After School Interventions and tutoring, Saturday, School, Summer School, Intervention Support Specialists, Intervention Teacher, supplemental materials, enrichments, manipulatives, AVID, and professional development for staff. The increased need for technology with chromebooks, hotspots, wifi, and technology support will also be carried over to the 21-22 LCAP from the 2019-2020 LCAP and the 2020-2021 LCP. Parent engagement services and translation will also be implemented as it was in the past year. Because the actions and services that have been in place since 2019 are working, it will be important to continue to maintain them in the future for students.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	775,319.00	653,509.00
	0.00	0.00
LCFF	176,000.00	106,296.00
Other	0.00	36,286.00
Supplemental	542,331.00	451,730.00
Title I	56,988.00	59,197.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	775,319.00	653,509.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	268,350.00	218,256.00
2000-2999: Classified Personnel Salaries	57,632.00	71,970.00
3000-3999: Employee Benefits	92,937.00	136,140.00
4000-4999: Books And Supplies	160,900.00	54,256.00
5000-5999: Services And Other Operating Expenditures	33,000.00	86,574.00
5700-5799: Transfers Of Direct Costs	0.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	105,500.00	70,813.00
7000-7439: Other Outgo	57,000.00	11,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	775,319.00	653,509.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	223,893.00	175,658.00
1000-1999: Certificated Personnel Salaries	Title I	44,457.00	42,598.00
2000-2999: Classified Personnel Salaries	Supplemental	57,632.00	71,970.00
3000-3999: Employee Benefits	Other	0.00	36,286.00
3000-3999: Employee Benefits	Supplemental	80,406.00	83,255.00
3000-3999: Employee Benefits	Title I	12,531.00	16,599.00
4000-4999: Books And Supplies	LCFF	151,000.00	35,796.00
4000-4999: Books And Supplies	Supplemental	9,900.00	18,460.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	55,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	33,000.00	31,074.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	25,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	80,500.00	55,813.00
7000-7439: Other Outgo	Supplemental	57,000.00	11,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	170,433.00	79,614.00
Goal 2	473,652.00	450,637.00
Goal 3	77,342.00	85,519.00
Goal 4	48,013.00	35,700.00
Goal 5	5,879.00	2,039.00

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\* Totals based on expenditure amounts in goal and annual update sections.

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# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program			
Offering/Program	2020-21 Budgeted	2020-21 Actual	
In-Person Instructional Offerings	\$125,421.00	\$158,152.00	
Distance Learning Program	\$487,771.00	\$690,965.00	
Pupil Learning Loss	\$84,435.00	\$102,882.00	
Additional Actions and Plan Requirements	\$82,544.00	\$64,719.00	
All Expenditures in Learning Continuity and Attendance Plan	\$780,171.00	\$1,016,718.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)			
Offering/Program	2020-21 Budgeted	2020-21 Actual	
In-Person Instructional Offerings	\$70,700.00	\$57,188.00	
Distance Learning Program			
Pupil Learning Loss			
Additional Actions and Plan Requirements			
All Expenditures in Learning Continuity and Attendance Plan	\$70,700.00	\$57,188.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)			
Offering/Program	2020-21 Budgeted	2020-21 Actual	
In-Person Instructional Offerings	\$54,721.00	\$100,964.00	
Distance Learning Program	\$487,771.00	\$690,965.00	
Pupil Learning Loss	\$84,435.00	\$102,882.00	
Additional Actions and Plan Requirements	\$82,544.00	\$64,719.00	
All Expenditures in Learning Continuity and Attendance Plan	\$709,471.00	\$959,530.00	

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North County Joint Union School District	Jenny Bernosky Superintendent/Principal	jbernosky@sbcoe.org 8316373745

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The North County Joint Union School District is a one school district in San Benito County. It lies in the outskirts of Hollister and is home to many families who have been a part of the school since it opened in 1975. Spring Grove School's student population is 728 in grades TK-8th. The current population includes the following: 322 (44%) low income, 97 (13%) English Learners, and currently 4 foster youth. The total number of unduplicated students is 328 (45%). Spring Grove also has 72 students (9%) who receive Special Education Services. The majority of the student population is Hispanic 62% and White 30%, with 8% other or declined to state. The North County Joint Union School District prides itself on high academic achievement goals for all students along with rich traditions. The District provides sports and enrichment activities for all students to participate in as well. Spring Grove ensures that all students are ready to move on to high school at the end of 8th grade. The District's Vision is "Student learning is our priority and purpose." Spring Grove School strives to know each student by name and by need. There is a zero drop out rate. Spring Grove School was named a California Distinguished School in 2019 for the second time in 10 years. Spring Grove School was also honored as a 2016, 2017, and 2018 Star Honor Roll School for having high academic achievement in the state of California. The North County Joint Union School District currently has 5 goals which have been adopted by the Board of Trustees: Goal 1- Academic Accountability. All students will receive increased quality and/or quantity of education of CCSS in ELA and math. Goal 2- Communication. To ensure that all stake holders are informed as it relates to academics, attendance, and students events. Goal 3 - Technology. To ensure that students will have access to technology to support college and career readiness as determined by the CCSS. Goal 4- Safety. To maintain a safe, clean, orderly campus. Goal 5 - Finances. To ensure fiscal solvency. The District goals and objectives align with the LCAP goals, actions and services to improve academics for all students.

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## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Spring Grove School celebrates the success and progress made each year. Based on the California School Dashboard from 2019, the English Language Arts progress for all students continues to move towards closing the academic achievement gaps. English Learners and Students with Disabilities continue to make progress based on the 2019 CAASPP scores and local District assessments, while Hispanic students, low income students, and White students continue to make significant growth in English Language Arts. Students who are identified as English Learners continue to make progress towards redesignation based on the annual ELPAC assessment. The District's goal is to redesignate students within 5 years of attending Spring Grove School. The California School Dashboard also provides data that represents no chronic absenteeism and low suspension rates across all grade levels. In terms of local data, the District assesses all students three times per year with the District Writing Assessment, i-Ready reading and math assessments, TK-3rd grade BPST/Results assessments and a Dyslexia and Math screening tool. The local data, which is shared at the School Board Meetings shows consistent growth. The District is proud of the supports for all students to provide a positive and supportive learning environment. The District is also proud on its interventions provided to meet the needs of its students and the professional development provided to all staff to continue to focus on best practices to support students. The intervention programs we focus on are: Orton Gillingham, Advancement Via Individual Determination, Science of Reading, Benchmark Advanced, Eureka Math, NGSS, technology training, and classroom engagement.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School Dashboard data from 2019, one area of improvement needed is math. While Spring Grove students continue to meet standards in the area of math, the growth across the grade levels and subgroups did not show the academic growth the District would like to see. The District is currently looking at the schedule for all students to increase the math time during the day. The District is also working on academic math vocabulary across the grade levels, Interim Block Assessments, i-Ready assessments, and math interventions to assist with closing the academic achievement gap. The District is also focused on providing interventions and supports for English Learners who have attended Spring Grove School for 5 years or more both during the day with Designated ELD time and also after school. The focus on using data to provide interventions during WIN (What I Need) time daily, will be fine tuned to support English Learners, Students with Disabilities, and students with academic gaps. This Multiple Tier System of Support will be embedded into the daily schedule to ensure that the academic needs of all students are being met. Professional development will continue to be provided to support staff in reaching all students both academically and social emotionally at this time.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The focus of the LCAP for the 2021-2022 school year is to provide actions/services which will address the academic needs as well as the social emotional needs of all students. The District has put its resources into providing curriculum, staff training, interventions, and technology into the classrooms to improve student academics. The District believes that students need a safe, clean environment with up to

date technology to help them be successful both in the classroom and in the future with college and careers. This year's LCAP is focused on both pre and post tests of the actions/services to show academic growth. The data is vital to determine if the actions/services are meeting the goals in the LCAP.

The LCAP goals are as follows:

Goal #1: Provide high quality education and learning environments for all students.

Goal #2: Provide supports to ensure students are ready for college and career.

Goal #3: All stakeholders (parents, students, community) are informed as it relates to academics, attendance, social emotional well-being, and student events.

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## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Comprehensive support and improvement is not needed for Spring Grove School.

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Support is not needed for Spring Grove School.

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Monitoring and evaluating the effectiveness is not required at this time.

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# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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In 2020, the District did a reassessment of the needs for students to be implemented in the LCAP.

Each goal with its actions and services were shared, as well as a place for additional needs to be listed.

In January 2020, all staff members were provided the opportunity to rank the most important actions and services during certificated and classified meetings.

In February 2020, students and parents of the English Language Advisory Committee, parents in the Parent Advisory Committee (Migrant), and the School Site Council Members were also provided the opportunity to rank the actions and services that were most important for students. All information was provided in English and Spanish.

At the February 2020 Board of Trustee Meeting, the results were shared and Board Members had an opportunity to provide their input. During the school closure (March - June) 2020, surveys were sent to parents in English and Spanish. Parents/Guardians were provided the opportunity to give input on the needs of their students.

Throughout the school closure/distance learning/hybrid period of August 2020-present, staff have been provided surveys and have also had discussions with administration as to anticipated actions and services for students for the 2021-2022 school year.

In March 2021, a survey was created by 8th grade students and distributed to all 7th/8th graders. 136 students provided feedback as to their needs for academics and social emotional support. This information was shared with teachers, School Site Council, and the Board of Trustees in April and May.

In April 2021, the San Benito County SELPA Director shared information to support students with disabilities for the LCAP as well.

A planning for 2021-2022 committee meet biweekly to finalize the needs for students.

A summary of the feedback provided by specific stakeholder groups.

Needs from stakeholders include the following:

Interventions both during school and after school for English Language Arts, Math, and English Learners.

Counseling support.

Technology to include chromebooks and hotspots.

Professional development for staff.

Continued AVID training.

Enrichments and geometry.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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The stakeholders have a good understanding of what the students needs are for the 2021-2022 school. They see the need for interventions, enrichments, and social emotional support. Therefore we made it a priority to include interventions during the school day, meaningful enrichments, and staffing for social emotional support.

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# Goals and Actions

## Goal

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Goal #	Description
1	<p>The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2, as well as pupil achievement of Priority 4 will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, while metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.</p> <p>Goal 1: Provide high quality education and learning environments for all students.</p>

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1, Priority 2, or Priority 4 however, they need to be maintained to show continual growth. The metrics described below were selected to ensure that the progress that has been made in these priority areas will be evaluated ongoing and that all legal obligations are being met. The actions have been selected based on the proven effectiveness in the past and will be maintained. This also reflects input from students, teachers, staff, and community stakeholders.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of new teachers making progress in an induction program, as measured by the SARC report.					100% fully credentialed and appropriately assigned
School facilities are maintained in good repair based on	100% complaint				100% complaint

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Quarterly Report, SARC report, and work orders at the school site.					<b>112</b>
Instructional materials for all students to support CCSS (ELA, Math, Science, ELD) as measured by Williams Quarterly report and teachers/students, CAST/CASPP data and local data.	100%- currently have baseline curriculum for ELA and Math, need Science and ELD, and supplemental materials for all subjects.				100% of California Standards based materials
Redesignation of English Learners to RFEF within 5 years of attending Spring Grove School based on the ELPAC scores.	20% of English Learners are currently redesignated annually./ Establish the ELPAC baseline.				40% redesignated annually/100% of students will move up one level on the ELPAC each year.
i-Ready diagnostic assessments in both Reading and Math at year end to show academic growth.	54% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagnostic in May in Reading. 46% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagnostic in May in Math.				75% at grade level in Reading and math by May of each year
CASPP results for 3rd-8th grade in ELA	2019 data from CDE Dashboard				All subgroups are in green for ELA and

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and math to show student mastery of grade level standards with met or exceeded and reflected on the CDE dashboard	ELA-Yellow English Learners, Students with Disabilities. Green- Hispanic and Socioeconomically Disadvantaged. Blue-White Math- orange- English Learners, yellow- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities. Green-White				math based on the CDE Dashboard <b>113</b>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Induction Program	Continue to implement the induction program for new teachers, discussing progress with new teachers and Induction Support Staff to provide quality education for all students.	\$9,477.00	Yes
2	Provide funds for deferred maintenance for campus improvements.	Set aside LCFE dollars to ensure that the campus safety is maintained for all students and staff.	\$25,000.00	No
3	Purchase CCSS NGSS materials at all grade levels.	Research and purchase new NGSS curriculum and supplemental materials to support mastery of Science standards for all students.	\$55,000.00	No
<b>113</b>				

Action #	Title	Description	Total Funds	Contributing
4	Professional development for NGSS standards and curriculum, Reading strategies, ELA adopted curriculum training, math standards training,	Certificated and classified need training and support of new curriculum in teaching the CCSS to students so that all students are able to work towards grade level mastery.	\$90,818.00	Yes <b>114</b>
5	Supplemental materials and manipulatives for math instruction based on grade level needs.	Purchase manipulatives and supplemental math materials for staff to support understanding and mastery of math standards for all students.	\$5,000.00	Yes
6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	Provide reading intervention materials to teachers and Intervention Support Specialists to be used with students who have academic needs to fill in the gaps and help students reach grade level.	\$10,000.00	Yes
7	Rehire and maintain 4 Intervention Support Specialists	Rehire Intervention Support Specialists to provide support to teachers and students during WIN time in TK-3rd grade to assist with differentiate instruction for students at risk in ELA and Math.	\$130,005.00	Yes
8	Full Time SPED Inclusion Aide	Provide support to the Special Education Department and students with disabilities by hiring a full time SPED Inclusion Aide who will assist with IEP needs for students to ensure that timelines and compliance is met for all.	\$65,245.00	No
9	Full Time ELD/Intervention Teacher	Maintain one ELD/Intervention Push In Support teacher to ensure that English Learners and students who are not at grade level are provided additional supports in their classrooms to reach mastery and/or be redesignated.	\$115,001.00	Yes <b>114</b>

Action #	Title	Description	Total Funds	Contributing
<b>10</b>	English Language Development curriculum	Purchase materials for teachers to support English Learner students during Designated ELD time to work towards redesignation within 5 years.	\$10,000.00	Yes <b>115</b>
<b>11</b>	Replace Chromebooks for students	The Library/Technology Specialist will continue to review and reassess the state of the student chromebooks that are purchased for use by all students in TK-8th grade and maintain a working fleet to be used at school and also at home.	\$75,000.00	Yes
<b>12</b>	Chromebook charging stations for in class chromebooks and library	Purchase charging chromebook stations to be used by teachers and students in the TK-1st grade classrooms and library to make it easy for students to check out, use for instruction, return and charge daily to support grade level instruction.	\$10,500.00	Yes
<b>13</b>	i-Ready Reading and Math Diagnostic and instruction	The teaching staff and administration will continue to implement the i-Ready Reading and Math supplemental program for all students in TK-8th grade and to monitor student progress weekly through instructional online lessons and diagnostic assessments three times per year to ensure that students are working towards grade level mastery.	\$23,600.00	Yes
<b>14</b>	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	Maintain technology supports and programs to be used by certificated and classified staff and students to support both learning and assessing throughout the school year both at school and at home.	\$15,350.00	Yes
<b>15</b>	Technology Support and Hotspots with SBCOE	The Library/Technology Specialist will review technology needs of the district for staff to support instruction and learning for all students which supports mastery of grade level standards.	\$61,594.00	Yes <b>115</b>

Action #	Title	Description	Total Funds	Contributing
<b>16</b>	Digital Citizenship curriculum	Develop a digital citizen curriculum with and for certificated staff to be used with all students to ensure an understanding of digital citizenship as well as an avenue for student safety.	\$10,000.00	Yes <b>116</b>
<b>17</b>	Maintain one ROAR teacher	Maintain one ROAR teacher (Distance Learning/Independent Study Teacher) to support students who will continue to learn from home to ensure mastery of grade level standards for the year.	\$116,248.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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Goal #	Description
2	<p>The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 5-pupil engagement, Priority 7-course access, and Priority 8 other pupil outcomes will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal.</p> <p>Goal #2 Provide supports to ensure students are ready for college and career.</p>

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that continual progress is made so that all students receive supports to guarantee they are ready for college and career. The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes indentified by staff, students, and parents.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual ELPAC scores, classroom grades, redesignation eligibility, District Writing Assessment	20% redesignated annually with classroom grades at 2.5 GPA or higher/ ELPAC overall score 4, District Writing Assessment at 3 out of 4.				40% redesignated with classroom grades at 2.5 GPA or higher/ ELPAC overall score 4, District Writing Assessment at 3 out of 4.
CAASPP Scores (3rd-8th grade) Math	40% of students in 3rd-8th grade have met or exceed standards.				75% of all subgroups are at the green level on the CDE dashboard

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores (3rd-8th grade) ELA	40% of students in 3rd-8th grade have met or exceed standards.				75% of all subgroup scores are at the green level on the CDE dashboard
Participation in enrichments, as noted on attendance rosters	15% of all 1st-8th graders participation in 2019-2020.				40% participation
Participation in after school interventions/tutoring	10% of all 1st-8th graders participation in 2020-2021.				30% participation
SARB Data and chronic absenteeism	5% chronic absenteeism during the 2020-2021 school year due to COVID and school closure.				2% chronic absenteeism
Parent survey data	25% of all families provide feedback on school climate, social emotional wellbeing, academics, and interventions				40% of all families provide feedback on school climate, social emotional wellbeing, academics, and interventions

## Actions

Action #	Title	Description	Total Funds	Contributing
2	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	Administration and school staff continue to provide after school enrichment classes for all 1st-8th grade students to provide them with exposure to the arts, music, and STEAM to broaden their understanding of learning outside of the school day.	\$22,819.00	Yes
3	Cultural Arts for 7th grade	Administration will provide 7th grade students exposure to the arts through social studies to broaden their knowledge of cultural activities and support social studies standards.	\$4,500.00	Yes

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Action #	Title	Description	Total Funds	Contributing
4	Geometry class for 8th grade	The middle school math teacher and administration will continue to support high achieving students with a geometry class to support their quest to college and career beyond high school.	\$8,813.00	No
5	After School Interventions/tutoring	The teaching staff and administration will support students in 1st-8th grade who require additional academic support in ELA and math outside of the regular school day to ensure mastery of the grade level standards by the end of the school year.	\$38,775.00	Yes
6	Saturday School for at risk students	The administration will provide additional academic supports to students in 2nd-8th grade who need time outside of the school day to ensure mastery of the state standards by year end.	\$32,332.00	Yes
7	Summer School	The administration and teaching staff will review student growth and data at the end of the school year, and provide additional academic supports in ELA and math to ensure mastery for the coming year.	\$36,051.00	Yes
8	AVID training, workshops, extra hourly, contract, binders	The administration will support teachers with training in AVID and support all students with strategies to promote academic success with a focus on student engagement, organization, student notetaking strategies, college, career readiness.	\$67,160.00	Yes
9	Supports for Students with Disabilities	The Special Education staff will provide dyslexia screening and math screening materials to be administered to all Tk-3rd grade students to determine learning disabilities and intervention support needs.	\$6,900.00	Yes
<b>119</b>				

Action #	Title	Description	Total Funds	Contributing
<b>10</b>	Foster Youth support during summer months.	The administration will provide supplemental educational services to foster youth students during summer months to ensure that academic and basic needs are taken care of.	\$500.00	Yes
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## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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Goal #	Description
3	<p>The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 4- Pupil achievement, Priority 5-pupil engagement, Priority 6-School climate will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal.</p> <p>Goal #3 All stakeholders (parents, students, community) are informed as it relates to academics, attendance, and student events.</p>

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that continual progress is made in ensuring that all students, parents, and stakeholders receive continued support and communication as it relates to academics, attendance, and students events. The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes indentified by staff, students, and parents.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/guardian sign in sheets from Back to School Night, Parent education nights, School Site Council attendance, ELAC attendance, Migrant parent attendance	30% of parents/guardians attend at least one event.				75% attend at least one event
Suspension Report in CALPADS	7 suspensions in 2019-2020				5 suspensions in CALPADS

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Report in CALPADS	1 expulsion in 2019-2020				0 expulsions in CALPADS <b>122</b>
Attendance report for P-2 Maintain 97% attendance rate based on ADA to maximize delivery of instruction.	96.5% in 2019-2020				97% ADA at P-2
Quarterly District Williams Report	100% compliance				100% compliance
Accounting sheet submitted to Community Pantry for all families using School Pantry	zero families				40 families
Middle School drop out rate	Drop out rate is zero				Maintain drop out rate at zero

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Student and parent engagement	Provide education for all parents with the following: Parent nights, back to school, grade level meetings, meetings with administration.	\$7,242.00	Yes
<b>2</b>	Student and parent engagement	Provide translation for parent meetings and ELAC meetings to assist teachers with information and to provide parents information in their native language so that they stay informed and are able to assist their students and their school.	\$1,573.00	Yes
<b>3</b>	Provide basic food needs to families	Provide a Community Pantry for parents who have specific needs to support their students health and well being.	\$1,500.00	Yes

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Action #	Title	Description	Total Funds	Contributing
4	Provide attendance incentives to students	To ensure that students continue to attend school regularly, provide attendance incentives to recognize and reward students for making their education a priority.	\$3,500.00	Yes <b>123</b>
5	Hire a School Psychologist Intern	To meet the needs of students socially and emotionally, hire a School Psychologist Intern to provide one to one counseling, as well as small group and teacher support.	\$30,000.00	Yes
6	Santa Ana Opportunity School option	To provide an option for a student who may need a new learning environment in 7th or 8th grade to ensure that their academic needs are being met, designate funds to send a student to the Santa Ana Opportunity School.	\$16,000.00	Yes
7	Social emotional training and curriculum	With the ever rising need to support students and staff socially and emotionally, provide training and curriculum to be used in the classroom with students in TK-8th grade.	\$10,000.00	Yes

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.15%	567,803

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

Action: Geometry Class for 8th grade students: Students who are low income, foster youth, and English learners will have the opportunity to take geometry as an 8th grader. This class is for all students who have the desire to go above the required 8th grade math class.

Action: Inclusion SPED aide: This aide will service students with an IEP. Low income students, English Learners and foster youth who have an IEP will benefit from the additional supports of the Inclusion SPED aide to assist them in meeting their academic and social, emotional goals.

Action: Funds for deferred maintenance: Our English learners, low income students, and foster youth deserve a clean, safe learning environment. They will benefit from the funds that are set aside to ensure that the campus is safe and the classrooms and bathrooms are well maintained.

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

Based on the data gathered during the past year and the deep dive into the District's subgroups, support for English Learners, low-income students and foster youth are the priority for the District. The District goal to redesignate English Learners to fluent within 5 years of attending Spring Grove School has not been fully met, therefore the increased and improved services need to be addressed to reach this goal. The Intervention Support Specialists and push in Designated ELD support will work with English Learners daily to focus on meeting ELD standards and mastery as measured by the ELPAc annual assessment. Research based curriculum and professional development for staff identified in the LCAP will also provide increased and improved services for foster youth, English Learners, and low income students. Progress monitoring and review of data will be evaluated at least 3 times during the year to ensure that the needs of the identified students

are being met or exceeded. The District has increased the percentage of services to meet the needs of foster youth, English Learners, and low income students by at least 9.15% for the 2021-2022 year in the LCAP.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$687,813.00	\$384,669.00		\$43,021.00	\$1,115,503.00

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Totals:	Total Personnel	Total Non-personnel
Totals:	\$668,780.00	\$446,723.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	New Teacher Induction Program	\$9,477.00				\$9,477.00
1	2	All	Provide funds for deferred maintenance for campus improvements.	\$25,000.00				\$25,000.00
1	3	All	Purchase CCSS NGSS materials at all grade levels.	\$55,000.00				\$55,000.00
1	4	English Learners Foster Youth Low Income	Professional development for NGSS standards and curriculum, Reading strategies, ELA adopted curriculum training, math standards training.	\$90,818.00				\$90,818.00
1	5	English Learners Foster Youth Low Income	Supplemental materials and manipulatives for math instruction based on grade level needs.	\$5,000.00				\$5,000.00
1	6	English Learners Foster Youth Low Income	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	\$10,000.00				\$10,000.00
1	7	English Learners Foster Youth Low Income	Rehire and maintain 4 Intervention Support Specialists	\$66,310.00	\$30,674.00		\$33,021.00	\$130,005.00
1	8	Students with Disabilities	Full Time SPED Inclusion Aide		\$65,245.00			\$65,245.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Full Time ELD/Intervention Teacher	\$115,001.00				\$115,001.00
1	10	English Learners Foster Youth Low Income	English Language Development curriculum				\$10,000.00	\$10,000.00
1	11	English Learners Foster Youth Low Income	Replace Chromebooks for students	\$75,000.00				\$75,000.00
1	12	English Learners Foster Youth Low Income	Chromebook charging stations for in class chromebooks and library	\$2,500.00	\$8,000.00			\$10,500.00
1	13	English Learners Foster Youth Low Income	i-Ready Reading and Math Diagnostic and instruction	\$23,600.00				\$23,600.00
1	14	English Learners Foster Youth Low Income	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	\$15,350.00				\$15,350.00
1	15	English Learners Foster Youth Low Income	Technology Support and Hotspots with SBCOE	\$61,594.00				\$61,594.00
1	16	English Learners Foster Youth Low Income	Digital Citizenship curriculum	\$10,000.00				\$10,000.00
1	17	English Learners Foster Youth Low Income	Maintain one ROAR teacher		\$116,248.00			\$116,248.00
2	2	English Learners Foster Youth Low Income	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	\$14,288.00	\$8,531.00			\$22,819.00
2	3	English Learners Foster Youth Low Income	Cultural Arts for 7th grade	\$4,500.00				\$4,500.00
2	4	8th grade	Geometry class for 8th grade		\$8,813.00			\$8,813.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	After School Interventions/tutoring		\$38,775.00			\$38,775.00
2	6	English Learners Foster Youth Low Income	Saturday School for at risk students		\$32,332.00			\$32,332.00
2	7	English Learners Foster Youth Low Income	Summer School		\$36,051.00			\$36,051.00
2	8	English Learners Foster Youth Low Income	AVID training, workshops, extra hourly, contract, binders	\$67,160.00				\$67,160.00
2	9	English Learners Foster Youth Low Income	Supports for Students with Disabilities	\$6,900.00				\$6,900.00
2	10	Foster Youth	Foster Youth support during summer months.	\$500.00				\$500.00
3	1	English Learners Foster Youth Low Income	Student and parent engagement	\$7,242.00				\$7,242.00
3	2	English Learners Foster Youth Low Income	Student and parent engagement	\$1,573.00				\$1,573.00
3	3	English Learners Foster Youth Low Income	Provide basic food needs to families	\$1,500.00				\$1,500.00
3	4	English Learners Foster Youth Low Income	Provide attendance incentives to students	\$3,500.00				\$3,500.00
3	5	English Learners Foster Youth Low Income	Hire a School Psychologist Intern		\$30,000.00			\$30,000.00
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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Santa Ana Opportunity School option	\$16,000.00				\$16,000.00
3	7	English Learners Foster Youth Low Income	Social emotional training and curriculum		\$10,000.00			\$10,000.00

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## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$607,813.00	\$961,445.00
<b>LEA-wide Total:</b>	\$607,313.00	\$960,945.00
<b>Limited Total:</b>	\$500.00	\$500.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	New Teacher Induction Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,477.00	\$9,477.00
1	4	Professional development for NGSS standards and curriculum, Reading strategies, ELA adopted curriculum training, math standards training.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,818.00	\$90,818.00
1	5	Supplemental materials and manipulatives for math instruction based on grade level needs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	7	Rehire and maintain 4 Intervention Support Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,310.00	\$130,005.00
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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Full Time ELD/Intervention Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,001.00	\$115,001.00
1	10	English Language Development curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
1	11	Replace Chromebooks for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
1	12	Chromebook charging stations for in class chromebooks and library	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$10,500.00
1	13	i-Ready Reading and Math Diagnostic and instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,600.00	\$23,600.00
1	14	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,350.00	\$15,350.00
1	15	Technology Support and Hotspots with SBCOE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,594.00	\$61,594.00
1	16	Digital Citizenship curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	17	Maintain one ROAR teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$116,248.00
2	2	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,288.00	\$22,819.00
2	3	Cultural Arts for 7th grade	LEA-wide	English Learners Foster Youth	All Schools	\$4,500.00	\$4,500.00
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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	5	After School Interventions/tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$38,775.00
2	6	Saturday School for at risk students	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$32,332.00
2	7	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$36,051.00
2	8	AVID training, workshops, extra hourly, contract, binders	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,160.00	\$67,160.00
2	9	Supports for Students with Disabilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,900.00	\$6,900.00
2	10	Foster Youth support during summer months.	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$500.00	\$500.00
3	1	Student and parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,242.00	\$7,242.00
3	2	Student and parent engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,573.00	\$1,573.00
3	3	Provide basic food needs to families	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	4	Provide attendance incentives to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
3	5	Hire a School Psychologist Intern	LEA-wide	English Learners Foster Youth	All Schools		\$30,000.00
							<b>133</b>

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	6	Santa Ana Opportunity School option	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	\$16,000.00
3	7	Social emotional training and curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00

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**134**

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
<b>Totals:</b>				<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
<b>Totals:</b>					

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## NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE:** June 24, 2021

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** Title Change for Director of Special Education /Administrative District Psychologist

**ACTION TO BE TAKEN:** Approval Recommended

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**BACKGROUND INFORMATION:** The NCJUSD Special Education Department continues to grow based on the needs of students with Individual Education Plans (IEP) who move into the District. When the District created the Coordinator of Special Education/Administrative District Psychologist 8 years ago, the District employed a full time and part time Resource Teacher, two part time Special Education Aides, and a .5 Speech Teacher. In the coming year, the Coordinator will be responsible for overseeing two full time Resource Teachers, a School Psychologist Intern, a .6 Speech Teacher, and 4 Special Education Aides. The District is also making plans to bring students who have moderate to severe special education needs back to Spring Grove School, provided there are classrooms available in the next few years.

Due to the increase responsibilities and staff to oversee, the District would like to change the title of the position to Director of Special Education/Administrative District Psychologist and increase the position to 200 days per school year.

The job description has been provided with the title change included.

**CONCLUSION:** Approval is recommended by the Board of Trustees.

**NORTH COUNTY JOINT UNION SCHOOL DISTRICT**  
**500 Spring Grove Road**  
**Hollister, CA 95023**

**ADMINISTRATIVE POSITION**

**JOB TITLE:** ~~Director of Special Education/Administrative District Psychologist~~ ~~Coordinator of Special Education and Administrative District Psychologist~~

**DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:**

Under the direction of the Superintendent/Principal, the Coordinator of Special Education and Administrative District Psychologist provides management level support to special education programs and staff; ensures all special education services are implemented as indicated on individual education programs; ensures federal and state laws, local county and district policies are understood, consistently followed and cohesively implemented; provides application of psychological knowledge to the development of intellectual, emotional, and behavioral competency of pupils through consultation, assessment, counseling, and research; responsible for coordinating and providing psychological assessment, consultation, interpretation, and support services to meet the needs of students through goals, objectives, and related student competencies. A full range of school psychologist services are included in the basic functions and responsibilities of this position.

**EXAMPLES OF DUTIES:**

1. Ensures legal compliance with California Department of Education
2. Articulates with districts, SELPA, Local, Federal, State Agencies, parents, community resources, mental health and Non Public Schools, as needed
3. Conducts meetings and participates on committees, as appropriate and needed
4. Performs certificated and classified evaluations
5. Conducts staff observations
6. Attends critical Individual Educational Placement meetings
7. Attends Student support Services (SST) meetings, as needed
8. Participates in hiring process
9. Oversees timelines of the SELPA reports
10. Prepares for and participates in fair hearings; litigation
11. Oversees special education instructional aide scheduling and assignments
12. Develops, oversees and implements special education transportation arrangements
13. Develops, plans and implements special education trainings, as needed
14. Researches, develops and implements contracts for outside agencies/consultants related to special education
15. Monitors IEPs including compliance issues
16. Makes special education staffing recommendations
17. Ensures services are delivered in an orderly and effective manner

**Job Description**  
**Coordinator of Special Education and**  
**Administrative District Psychologist**  
**Page -2-**

18. Performs out of classroom supervision assignments, as requested
19. Supervises and monitors site based special education programs, behavior plans, curriculum modifications, etc. for the purpose of implementing programs to ensure student achievement.
20. Oversees behavior management, conduct, and appropriate legal disciplinary procedures for special education students for the purpose of providing information and/or recommendations to resolve issues
21. Administers standardized and/ or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in conformance with state and deferral regulations and interprets results to parents, teachers and administrative staff, as needed
22. Compiles information from a variety of sources for the purpose of producing a comprehensive evaluation report in compliance with state and federal guidelines
23. Researches resources and methods (e.g intervention, assessment tools and methods, community resources etc.) for the purpose of determining the appropriate approach for addressing students' functional goals
24. Prepares a wide variety of materials in written and electronic formats for the purpose of documenting activities, providing written reference and/or conveying information

## **QUALIFICATIONS:**

### **Education and Experience:**

- Appropriate California Teaching Credential authorizing service in a K-8 setting
- California Administrative Services Credential or ability to obtain
- Masters Degree with emphasis in education and psychology, preferred
- A valid California Credential to practice as a school psychologist or ability to serve as a credentialed school psychologist in a California public school
- Three years of successful experience managing programs for students with disabilities
- Demonstrated knowledge of special education curriculum and instructional techniques
- Experience working with administrators, teachers, para-educators, and parents in collaborative solution based format
- Possess excellent oral, written and interpersonal communication skills to communicate with students, parents, faculty and administrative staff
- Ability to maintain confidentiality per District policy and state and federal requirements.

### **Job Description**

**Coordinator of Special Education and  
Administrative District Psychologist**

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### **Physical Demands of Position:**

1. Ability to stand, sit, walk, twist, stop, crouch, climb, kneel, bend over, grasp, reach overhead, push, and pull

2. Ability to see for the purposes of reading computer screens, hand held computers or cell phone screens, manuals, labels and printed matter
3. Ability to stand/walk for extended periods of time, sometime on a variety of surfaces that may be uneven
4. Ability to hear and understand speech at normal levels
5. Ability to communicate so others will be able to clearly understand normal conversation
6. Ability to lift 25 pounds
7. Ability to carry 25 pounds
8. Ability to operate office equipment
9. Ability to reach in all directions
10. Ability to perform fine motor coordination

**Work Environment:**

Inside and outside school environment  
Work under pressure of deadlines and time constraints  
Ability to maintain emotional control under stress  
Ability to cover other work stations  
Ability to deal with interruptions  
Ability to deal with both adults and adolescents

**Work Hazards:**

Subject to exposure of communicable or infectious diseases  
Tasks may be performed with exposure to adverse environmental conditions such as dirt, dust, pollen, odors, wetness, humidity, rain, temperature, and noise extremes, traffic hazards, violence, disease or pathogenic substances

**Salary:** Administrative Salary Schedule – Coordinator of Special Education and Administrative District Psychologist

Board Approved: April 29, 2010

North County Joint Union School District  
\_\_\_\_\_  
Hollister, CA

Revised: June 24, 2021

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE:** June 24, 2021

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** Salary Schedule for Director of Special Education/Administrative District Psychologist

**ACTION TO BE TAKEN:** Approval Recommended

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**BACKGROUND INFORMATION:** The provided salary schedule for the Special Education Administrative positions have been included in this report. The Director of Special Education/Administrative District Psychologist salary has been included with a work year of 200 days. This salary is in line with other administrative positions using the title “Director” in the District. Because this is a new title, the current position will begin at step one of the salary schedule.

**CONCLUSION:** Approval recommended by the Board of Trustees.

**NORTH COUNTY JOINT UNION SCHOOL DISTRICT  
CERTIFICATED ADMINISTRATIVE (SPECIAL EDUCATION ADMINISTRATIVE) SALARY SCHEDULE  
2021-2022**

1.00 FTE

DRAFT

Position	Total Days	1	2	3	4	5	6	7	8	9	10
<b>Coordinator, SPED/Admin District Psych</b>	190	\$86,275	\$88,000	\$89,760	\$91,556	\$93,387	\$95,254	\$97,159	\$99,103	\$101,085	\$103,106
<b>Coordinator, SPED/Admin District Psych</b>	195	\$88,545	\$90,316	\$92,122	\$93,965	\$95,844	\$97,761	\$99,716	\$101,711	\$103,745	\$105,820
<b>Director SPED /Admin District Psych</b>	200	\$112,200	\$114,444	\$116,733	\$119,068	\$121,449	\$123,878	\$126,355	\$128,883	\$131,460	\$134,089

## Longevity

11th - 15th years = 2% Additional to Base

16th - 20th years = 4% Additional to Base

21st - + years = 5% Additional to Base

**Board Approved 6-24-21**

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT

## Fiscal Services

### BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Sheila Maes, Manager, Fiscal Services**

**TOPIC: 2021/2022 District Budget**

**ACTION TO BE TAKEN: Action/Approval**

**BACKGROUND INFORMATION:** The District's Budget is an expression in dollars of its educational program. The budget highlights estimated revenue and expenses that comprise budget for the 2021-22 fiscal year and ties these elements to the mission of the District.

**Every Spring Grove student will receive an engaging, enriching, and rigorous educational experience using State standards-based curriculum and consistent measures of growth and support to ensure student success.**

The General fund is the primary operating fund and it is used to account for the ordinary operations of the District. The general fund includes all transactions except those accounted for in a specialized fund, such as Cafeteria Fund or Capital Projects Fund.

Education Code requires local education agencies to submit financial reports at least four times a year. The reports must follow State guidelines and meet predetermined financial standards that measure risk factors and the overall fiscal solvency of the district.

#### **2021-22 Adopted Budget Assumptions- June 24, 2021**

- A fully funded Local Control Funding Formula (LCFF) calculated using P-2 ADA using 19-20 ADA of 723.83.
- COLA 5.07% (mega)\*
- 46.6% Unduplicated Pupil Count that generates Supplemental Grant (LCAP)
- Grant adjustments based on award letters or history of funding; Expenditures budgeted to align with revenue source.
- Elimination of one-time dollars including Learning Loss Mitigation dollars
- Carrying forward on-going expenditures, adjusted for inflation (as needed).
- Step and column movement for both Certificated and Classified staff
- 35.6 FTE Certificated Staff
- 14.186 FTE Classified, includes new inclusion aide addition, aligns with LCAP.
- 6 FTE Administration/Confidential Management

#### **Revenue Assumptions: \$8,087,675**

- **Local Control Funding Formula (LCFF) Unrestricted and Restricted are projected at \$6,978,732** the state apportionment of which \$565,693 is allocated to enhance and increase services to the District's unduplicated student population (LCAP).
- **Federal Revenue- \$313,283** Special purpose programs supported by the Federal government. These are usually special purpose programs, for example, **Title I, Title II, Title IV, Migrant, and Special Education**, these programs serve the needs of children with reading, writing or mathematical needs. CARES Dollars removed in 2021-22.
- **State Revenues-\$406,370** Lottery Restricted and Unrestricted, Mandated Block Grant, CALSTRS on behalf, CAASPP, School Medi-Cal Administrative Activities (SMAA)
- **Local Revenues-\$387,180** SELPA (Special Education Local Plan Area) transfer, Pre- Kindergarten, Science Camp and Interest and local Income, Use of Facilities, Student Recognition, Safety Dollars as well as library books.

**Expenditure Assumptions: \$8,217,186**

- **Personnel Salaries and Benefits - \$6,245,278**
  - 1000's -Certificated salaries total \$3,463,536 - 38.6 FTE including Administration
  - 2000's -Classified salaries \$860,071- 17.186 FTE including confidential management
  - 3000's -Employee benefits total \$1,921,671 include statutory benefit adjustments for new employer rates, health and welfare costs that coincide with step and column increases and STRS on behalf. CalSTRS rate of 16.92% and CalPERS 22.91%
- **Books and Supplies - \$455,119**
  - 4000's -classroom supplies, textbooks, maintenance, and Operational supplies.
- **Services/Operating Expenditures - \$978,105**
  - 5000's- utilities, insurance, consulting services and General Operations
- **Capital Outlay- \$8,500**
  - 6000's- capital outlay projects
- **Other Outgo, Direct Support/Indirect Costs and Other Financing Sources/Uses- \$537,445**
  - 7000's - primarily transfers from the General Fund to support other funds or programs
- **Contributions-\$803,789**
  - 8000's –Special Education, routine restricted maintenance and Federal Programs

**Multi Year Projections:**

The Multi-Year Projection (MYP) is prepared utilizing assumptions outlined in the School Services Dartboard. The MYP does maintain the District's ability to maintain the 17% required reserve 2022-23 thru 2023-2024. Salary step and column movement, declining enrollment, along with increased expenditures and with reductions in revenue, does impact the ending fund balance in the current year and the two out years.

Factor	2021-22	2022-23	2023-24
DOF Statutory COLA	1.70%*	2.48%	3.11%
SSC Estimated Planning COLA	5.07%**	2.48%	3.11%
LCFF Revenues Enrollment	708	703	698
LCFF ADA (excluding COE)	723.83	683.22	678.40

Federal Revenues -static

State Revenues- Adjusted for declining enrollment.

Local revenue- interest adjusted due to the reduction of the ending fund balance all other revenue sources remained static

- 1000's Certificated Salary: Step and column of 1.5 % applied to the 1<sup>st</sup> and 2<sup>nd</sup> subsequent years.
- 2000's Classified Salaries: step and column used 1.5% for the 1<sup>st</sup> and 2<sup>nd</sup> subsequent years. No staffing changes.
- 3000's Certificated and Classified Benefits: STRS/PERS Retirement projected as follows utilizing the School Services Dartboard:

YEAR	2021-22	2022-23	2023-24
PERS	16.92%	19.10%	19.10%
STRS	22.91%	26.10%	27.10%

- 4000's Books and Supplies: Removed one-time purchases from 2021-22 and increased supply costs as needed by the California Price Index (CPI) 2.40% in 2022-23 and 2.23% in 2023-24.
- 5000's Services and Other Operating Expenditures: Removed one-time expenditures from 2021-22
- 6000's Capital Outlay: remained flat in the 1<sup>st</sup> and 2<sup>nd</sup> subsequent years
- 7000's Transfers of Indirect/Direct Support Charges: Flat for the 1<sup>st</sup> and 2<sup>nd</sup> subsequent year.
- 8000's Contributions to Support Special Education, Routine Restricted Maintenance and Federal Programs: consistent with deficits within those programs.

## **Reserves**

The 2021-22 General Fund is based upon the District's best estimate of the revenues it will receive from the State. The proposed expenditures reflect the District's effort to effectively spend dollars in the best interest of students, parents and taxpayers. The District wishes to assure the Board that this is a prudent budget designed to ensure sound financial condition throughout the school year while considering the Governing Board established policy that requires the District to maintain a 17% minimum General Reserve.

## **Other Funds**

In addition to the General Fund, the District has several programs with revenues and expenditures maintained in separate funds. The source(s) of revenue for these funds, as well as, their expenditures are, in most cases, governed by a specific set of State fiscal rules and regulations. The fund balance is only an estimate based on budget. The actual fund balance will be determined after the close of the school year.

- **Student Activity Special Reserve Fund (08): \$1,095-** Student activity funds for reporting governmental ASB activities. Allows for identification of governmental ASB activities. Ed Code Section 48930 specifies that the purpose of ASBs is to conduct activities on behalf of the students for whom those funds are collected.
- **Cafeteria Fund (13) - Fund Balance: \$66,164**  
This fund is used to account separately for Federal, State, and Local resources to operate the Food Service program (Education Code sections 38090 and 38093). The Cafeteria Revenue Fund shall be used only for those expenditures authorized by the Governing Board as necessary for the operation of the District's food service program (Education Code sections 38091 and 38100).
- **Deferred Maintenance Fund (14) - Fund Balance: \$307,342**  
This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (Education Code section 17582).
- **Pupil Transportation Equipment Fund (15) - Fund Balance: \$164,405**  
This fund is used to account separately for State and Local revenues specifically for the acquisition, rehabilitation, or replacement of equipment used to transport students (Education Code Section 41852[b]).
- **Special Reserve for Other Than Capital Outlay Projects Fund (17) - Fund Balance: \$1,344,312**  
This fund exists primarily to provide for the accumulation of General Fund monies for general operating purposes other than for Capital Outlay. Dollars must be transferred to other funds before expenditures can be made (Education Code Section 41852[b]).
- **Special Reserve for Postemployment Benefits Fund (20) - Fund Balance: \$657,400**  
This fund may be used pursuant to Education Code Section 42840 to account for amounts the District has earmarked for the future cost of postemployment benefits but has not contributed irrevocably to a separate trust for the postemployment benefit plan. Amounts accumulated in this fund must be transferred back to the General Fund for expenditure (Education Code Section 42842).
- **Capital Facilities (Developer Fees) Fund (25) - Fund Balance: \$349,451**  
This fund is used primarily to account separately for monies received from fees levied on development projects as a condition of approval (Education Code sections 17620-17626 and Government Code Section 65995 et seq.).
- **Special Reserve/Capital Projects Fund (40) - Fund Balance: \$1,125,763**  
This fund exists primarily to provide for the accumulation of General Fund monies for Capital Outlay purposes (Education Code Section 42840). It may be used to account for any other revenues specifically for capital projects that are not restricted to Fund 21, 25, 30, 35, or 49.

The District anticipates being able to meet its financial obligations for the current and two subsequent years.

Questions, contact Sheila Maes at 831-637-5574 x 203

**CONCLUSION:** Recommend approval of the 2021/2022 District Budget. Positive certification will occur due to meeting the required level of reserve with the projections utilized at the time of adoption.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,578,126.00	82,887.00	6,661,013.00	6,895,845.00	82,887.00	6,978,732.00	4.8%
2) Federal Revenue		8100-8299	0.00	719,673.00	719,673.00	0.00	313,283.00	313,283.00	-56.5%
3) Other State Revenue		8300-8599	134,218.00	462,506.00	596,724.00	137,579.00	268,791.00	406,370.00	-31.9%
4) Other Local Revenue		8600-8799	63,884.00	342,926.00	406,810.00	44,254.00	342,926.00	387,180.00	-4.8%
5) TOTAL, REVENUES			6,776,228.00	1,607,992.00	8,384,220.00	7,077,678.00	1,007,887.00	8,085,565.00	-3.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,976,628.00	536,040.00	3,512,668.00	3,107,496.00	356,040.00	3,463,536.00	-1.4%
2) Classified Salaries		2000-2999	602,839.00	247,868.00	850,707.00	641,982.00	218,089.00	860,071.00	1.1%
3) Employee Benefits		3000-3999	1,472,578.00	523,141.28	1,995,719.28	1,457,767.00	463,904.00	1,921,671.00	-3.7%
4) Books and Supplies		4000-4999	266,632.00	329,599.42	596,231.42	359,123.00	95,996.00	455,119.00	-23.7%
5) Services and Other Operating Expenditures		5000-5999	560,490.00	246,016.00	806,506.00	865,630.00	112,475.00	978,105.00	21.3%
6) Capital Outlay		6000-6999	32,600.00	1,000.00	33,600.00	7,500.00	1,000.00	8,500.00	-74.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,980.00	522,799.00	525,779.00	16,000.00	521,445.00	537,445.00	2.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(50,046.00)	37,000.00	(13,046.00)	(47,594.00)	40,333.00	(7,261.00)	-44.3%
9) TOTAL, EXPENDITURES			5,864,701.00	2,443,463.70	8,308,164.70	6,407,904.00	1,809,282.00	8,217,186.00	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			911,527.00	(835,471.70)	76,055.30	669,774.00	(801,395.00)	(131,621.00)	-273.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(804,060.00)	804,060.00	0.00	(803,789.00)	803,789.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(804,060.00)	804,060.00	0.00	(803,789.00)	803,789.00	0.00	0.0%

			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			107,467.00	(31,411.70)	76,055.30	(134,015.00)	2,394.00	(131,621.00)	-273.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,660,747.74	600,969.12	4,261,716.86	3,768,214.74	569,557.42	4,337,772.16	1.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,660,747.74	600,969.12	4,261,716.86	3,768,214.74	569,557.42	4,337,772.16	1.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,660,747.74	600,969.12	4,261,716.86	3,768,214.74	569,557.42	4,337,772.16	1.8%
2) Ending Balance, June 30 (E + F1e)			3,768,214.74	569,557.42	4,337,772.16	3,634,199.74	571,951.42	4,206,151.16	-3.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	1,996.74	0.00	1,996.74	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	569,557.42	569,557.42	0.00	571,951.42	571,951.42	0.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,878,001.37	0.00	1,878,001.37	1,893,066.37	0.00	1,893,066.37	0.8%
CAMPUS IMPROVEMENT	0000	9780				400,000.00		400,000.00	
TECHNOLOGY	0000	9780				250,000.00		250,000.00	
DEFERRED MAINTENANCE	0000	9780				150,000.00		150,000.00	
PRESCHOOL SPED	0000	9780				108,120.00		108,120.00	
ONE TIME DISCRETIONARY	0000	9780				248,000.00		248,000.00	
CURRICULUM	0000	9780				250,000.00		250,000.00	
OPEB	0000	9780				95,000.00		95,000.00	
CURRICULUM	1100	9780				150,000.00		150,000.00	
TECHNOLOGY	1100	9780				241,946.37		241,946.37	
CAMPUS IMPROVEMENT	0000	9780	800,000.00		800,000.00				
TECHNOLOGY	0000	9780	250,000.00		250,000.00				
DEFERRED MAINTENANCE	0000	9780	150,000.00		150,000.00				
PRESCHOOL SPED DOLLARS	0000	9780	108,120.00		108,120.00				
OPEB	0000	9780	95,000.00		95,000.00				
	1100	9780	474,881.37		474,881.37				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,412,387.00	0.00	1,412,387.00	1,396,921.00	0.00	1,396,921.00	-1.1%
Unassigned/Unappropriated Amount		9790	473,329.63	0.00	473,329.63	341,712.37	0.00	341,712.37	-27.8%

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	6,978,732.00	-3.11%	6,761,466.00	2.70%	6,944,167.00
2. Federal Revenues	8100-8299	313,283.00	0.00%	313,283.00	0.00%	313,283.00
3. Other State Revenues	8300-8599	406,370.00	-0.56%	404,082.00	-1.40%	398,444.00
4. Other Local Revenues	8600-8799	387,180.00	1.08%	391,363.00	-0.40%	389,813.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,085,565.00	-2.66%	7,870,194.00	2.23%	8,045,707.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,463,536.00		3,497,513.00
b. Step & Column Adjustment				33,977.00		38,516.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,463,536.00	0.98%	3,497,513.00	1.10%	3,536,029.00
2. Classified Salaries						
a. Base Salaries				860,071.00		861,571.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				1,500.00		1,500.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	860,071.00	0.17%	861,571.00	0.17%	863,071.00
3. Employee Benefits	3000-3999	1,921,671.00	3.45%	1,987,952.00	1.15%	2,010,734.00
4. Books and Supplies	4000-4999	455,119.00	-42.33%	262,472.00	1.80%	267,204.00
5. Services and Other Operating Expenditures	5000-5999	978,105.00	-2.62%	952,448.00	1.30%	964,805.00
6. Capital Outlay	6000-6999	8,500.00	0.00%	8,500.00	0.00%	8,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	537,445.00	0.00%	537,445.00	0.00%	537,445.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(7,261.00)	0.00%	(7,261.00)	0.00%	(7,261.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,217,186.00	-1.42%	8,100,640.00	0.99%	8,180,527.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(131,621.00)		(230,446.00)		(134,820.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,337,772.16		4,206,151.16		3,975,705.16
2. Ending Fund Balance (Sum lines C and D1)		4,206,151.16		3,975,705.16		3,840,885.16
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740	571,951.42		571,951.42		571,951.42
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,893,066.37		1,893,066.00		1,140,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,396,921.00		1,377,108.00		1,390,689.00
2. Unassigned/Unappropriated	9790	341,712.37		131,079.74		735,744.74
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		4,206,151.16		3,975,705.16		3,840,885.16

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,396,921.00		1,377,108.00		1,390,689.00
c. Unassigned/Unappropriated	9790	341,712.37		131,079.74		735,744.74
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,738,633.37		1,508,187.74		2,126,433.74
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		21.16%		18.62%		25.99%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		723.83		683.22		678.40
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,217,186.00		8,100,640.00		8,180,527.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		8,217,186.00		8,100,640.00		8,180,527.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		328,687.44		324,025.60		327,221.08
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		328,687.44		324,025.60		327,221.08
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky – Superintendent/Principal**

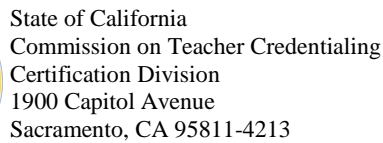
**TOPIC: Declaration of Need for Fully Qualified Educators**

**ACTION TO BE TAKEN: Approval Recommended**

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**BACKGROUND INFORMATION:** Each year, a Declaration of Need for Fully Qualified Educators is approved. This declaration must be on file with the California Commission on Teacher Credentialing before any emergency permits will be issued for service with the District. The number of emergency permits included in the attached document are a projected estimate only, actual needs may vary.

**CONCLUSION:** Approval Recommended



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

150

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

### **EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

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**NORTH COUNTY JOINT UNION SCHOOL DISTRICT  
YEAR-END BUDGET TRANSFER  
RESOLUTION #20/21-14**

**WHEREAS**, it is anticipated that expenditures during the month of June 2021, may exceed the balances in certain budget classifications; and

**WHEREAS**, it is the desire of this Board to avoid delays in payment of liabilities of the district which may result if the governing board is required to adopt resolutions for budget transfers at the close of the school year; and

**WHEREAS**, Section 42601 of the Education Code provides for the eventuality of budget transfers required at the close of the fiscal year by authorizing the governing board of the school district to delegate to the County Office of Education the power to make such transfers as may be necessary to permit the payment of obligations incurred during the current fiscal year;

**NOW, THEREFORE, BE IT RESOLVED**, that the San Benito County Office of Education is hereby authorized and directed to make such necessary budget transfers between the undistributed reserve or reserve for contingencies and the various expenditure classifications, to permit the payment of obligations of the district incurred in fiscal year 2020/2021.

**PASSED AND ADOPTED** by the governing board of the North County Joint Union School District this 24<sup>th</sup> day of June 2021, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

I, Renee Faught, Clerk of the Board, hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Board at a regular meeting thereof held at its regular place of meeting on the date shown above and by the vote as stated, which resolution is on file in the office of said Board.

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**Renee Faught, Clerk**  
Board of Trustees  
North County Joint Union School District

**NORTH COUNTY JOINT UNION SCHOOL DISTRICT  
THE EDUCATION PROTECTION ACCOUNT  
RESOLUTION #20/21-15**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, that will be available for transfer into the Education Protection Account during the next fiscal year and shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts and county offices of education and shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a county office of education or school district, shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each county office of education or school district shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, IT IS HEREBY RESOLVED:**

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the North County Joint Union School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the North County Joint Union School District has determined to spend the monies received from the Education Protection Act as attached for the 2020/2021 school year.

DATED: June 24, 2021

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Ted Zanella, President

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Renee Faught, Clerk

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Cynthia King, Trustee

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Stan Pura, Trustee

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Frank O'Connell, Trustee

**Expenditures through:**

**For Fund(s), Resource(s), and Project Year(s):**

01 1400 0 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	344,204.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>344,204.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	232,272.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	111,932.00
Books and Supplies	4000-4999	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>344,204.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>
<b>INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES</b>		
Eligible Expenditures (Objects 1000-5999 except objects 5100-5199)		344,204.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

# NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT

**DATE: June 24, 2021**

**REPORT BY: Jennifer Bernosky – Superintendent/Principal**

**TOPIC: Surplus Property**

**ACTION TO BE TAKEN: Approval Recommended**

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**BACKGROUND INFORMATION:** At times, the District has items that are no longer of use and need to be declared surplus.

The District has the following items to declare surplus:

- Student desks and chairs (in storage since before 2010)
- Overhead projector carts
- Large white metal storage bin
- Desktop computers (Dated prior to 2010)
- Broken and unusable chromebooks
- Outdated curriculum

The District will sell, donate, or dispose of the surplus items.

**CONCLUSION:** Approval is recommended by the Board of Trustees.

## **NORTH COUNTY JOINT UNION SCHOOL DISTRICT BOARD REPORT**

**DATE:** June 24, 2021

**REPORT BY:** Jennifer Bernosky – Superintendent/Principal

**TOPIC:** Resignation of Trustee Stan Pura

**ACTION TO BE TAKEN:** Approval Recommended

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**BACKGROUND INFORMATION:** Mr. Stan Pura has been a Board of Trustee Member of the NCJUSD since December 2011. Mr. Pura has been an asset to the District and its students and staff over the years. He has always held high standards and expectations to ensure that the students at Spring Grove School received the very best education possible. He was a great supporter of the District during COVID-19 and the return to in-person learning in October 2020. One of the most memorable moments will always be his vision to have a Drive-Thru Graduation in June 2020. With the support of parents and staff, this took place and, once again, was a wonderful moment for Spring Grove students.

On behalf of the NCJUSD/Spring Grove staff and students, we thank Mr. Pura for volunteering his time as a Board Member and we wish he and his family well. Once a Tiger, always a Tiger!

**CONCLUSION:** Approval is recommended by the Board of Trustees.

Stan Pura  
1117 Los Viboras Road  
Hollister, CA 95023

June 15, 2021

Jennifer Bernosky  
North County Joint Union School District  
500 Spring Grove Road  
Hollister, CA 95023

Dear Mrs. Bernosky,

Please let this letter serve as my official resignation from the North County Joint Union School Board. Spring Grove is an amazing school. My kids had a wonderful experience as students, and I enjoyed being on the board and working with people who truly cared about the well being of the students. I will always look back on this time of my life as a learning experience for myself because it was my first true volunteer experience other than coaching kids in softball. I learned so much from all of you, your knowledge is invaluable.

I feel the board is strong and capable. I wish you the best of luck in the future with whatever the board faces. You have made it through COVID-19, so I believe you can make it through anything!

Request the board to accept my resignation and proceed with the necessary formalities.

Yours Sincerely,

Stan Pura

