

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING
Thursday, September 10 2020, 6:00 P.M.
CAFETERIA, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254
Join via Zoom at:**

<https://us04web.zoom.us/j/75948192029?pwd=SEwrM1dRZk9iczcrVUIwSEhQbTdzUT09>

Meeting ID: 759 4819 2029

Passcode: MXW4Dw

- I. The meeting will be called to order by Board President, Heather Lomax at 6:02 P.M.
ROLL CALL:

Trudi Calloway P Whitney Goller P Heather Lomax P Michael Mann P Jose Valenzuela P

Alfonso Gamino P Superintendent

FLAG SALUTE: Led by: Alfonso Gamino

II. PUBLIC FORUM:

Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

III. SUPERINTENDENT'S REPORT:

1. Superintendent reported on School Board Candidate Workshop to be held on September 29, 2020, from 6:30 p.m. to 8:30 p.m.
2. Cuyama Bond Oversight Committee consists of (7) members serving two-year terms. We currently have five Board members and need to recruit (2).
3. Small Cohort conversation will be held with the staff on Monday, September 14, 2020 to start the conversation.
4. Cuyama Valley Recreation District agreement with CJUSD was withdrawn by CVRC effective immediately. We will need to brainstorm how to upkeep the football field.
5. Board visits of classrooms – Superintendent will schedule a date and see if Board members can visit via zoom along with Superintendent.

6. Mr. Barnes gave an experience from last Friday regarding students on zoom.

IV. PUBLIC HEARING: This public hearing is regarding the Cuyama Joint Unified School District Learning Continuity Plan for the 2020-2021. **Pg. 1-14**

Mr. Gamino reviewed the DRAFT Learning Continuity plan that will need to be approved on September 24, 2020. Consultant Mathew Stowell and Mrs. Leyland also participated in the discussion.

V. Board Appointment of Trustee for the in-lieu election information session **Pg. 15-16**

Board is seeking interested candidates to apply to be appointed to a Board position.

VI. CONSENT AGENDA:

The Board will consider the following consent calendar items. All items listed are considered to be routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.

1. Minutes of the August 13, 2020, Board Meeting – Members present: Michael Mann, Trudi Callaway, and Jose Valenzuela **Pg. 17-22**
2. Minutes of July 9, 2020 Board Meeting – Members present: Heather Lomax, Trudi Callaway, and Jose Valenzuela **Pg. 23-25**
3. Minutes of January 8, 2020 Board Meeting – Members present Whitney Goller, Heather Lomax, Michael Mann, and Jose Valenzuela **Pg. 26**
4. Minutes of June 25, 2020 Board Meeting – Members present Whitney Goller, Michael Mann and Heather Lomax **Pg. 27-30**
5. Minutes of June 29, 2020 Board Meeting – Members present Trudi Callaway, Heather Lomax, and Michael Mann **Pg. 31-32**
6. Checks Board Report **Pg. 33-35**
7. The governing Board to consider acceptance of a donation check in the amount of \$15,000.00 from the United Way of Santa Barbara County (UWSBC)
8. The governing board to approve the Cooperative Fingerprint Consortium Agreement July 1, 2020 – June 30, 2020 with Santa Barbara County Superintendent of Schools **Pg. 36-39**

Board pulled consent items #1 – 6 and voted on consent items #7 - 8

Moved By: Jose Valenzuela

2nd By: Heather Lomax

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

VII. ACTION ITEM(S):

a. SALE OF REAL PROPERTY: The Governing Board will open sealed bids for the 67 Pato Avenue, New Cuyama CA 93254 Property and will call for oral bids, which must exceed the net amount of the highest written bid received by at least 5%. Subsequent oral bids must exceed the previous oral bid by at least 5%.

Moved by: Whitney Goller 2nd By: Heather Lomax

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

Sold for \$131,853.00

b. SALE OF REAL PROPERTY: The Governing Board will open sealed bids for the 4832 Sisqouc Street, New Cuyama CA 93254 Property and will call for oral bids, which must exceed the net amount of the highest written bid received by at least 5%. Subsequent oral bids must exceed the previous oral bid by at least 5%.

Moved by: Michael Mann 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

Sold for \$113,006.00

c. The governing board to approve resolution regarding sufficiency of instructional materials for fiscal year 2020-2021. **Pg. 40-41**

Moved by: Jose Valenzuela 2nd By: Whitney Goller

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

d. The governing board to approve AB 1200 Public Disclosure regarding the Classified Collective Bargaining Agreement report. **Pg. 42-65**

Moved by: Jose Valenzuela 2nd By: Michael Mann

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

e. The governing Board to approve Tentative Agreement between the Cuyama Joint Unified School District and the California School Employees Association and Its Cuyama Chapter #288 for the 2020-2023 collective bargaining agreement. **Pg. 66-71**

Moved by: Jose Valenzuela. 2nd By: Heather Lomax

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

f. The governing Board to discuss and adopt the Gann Limit Resolution as required under Education Code Section 42132. **Pg. 72-75**

Moved by: Michael Mann 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

Resolution revised to delete "In Re: OFFER OF REAL PROPERTY FOR SALE TO PUBLIC ENTITIES AND NON-PROFITS" and added "In Re: GANN LIMIT" on page 72.

g. The governing Board to discuss and approve the Unaudited Actuals report for Fiscal Year 2019-2020 and direct the Superintendent to take all necessary actions to submit the Report to the County Superintendent of Schools. **Pg. 76-161**

Moved by: Michael Mann. 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

Recess – 7:28 p.m. – 7:33 p.m.

h. The governing Board to approve the following board policy updates to stay current with Education law: **Pg. 162 -215**

BP 5145.13

AR 5145.13

BP 5111

AR 5111

AR 5145.71

AR 4119.12

AR 4219.12

BP 4119.11, 4219.11, 4319.11 AR 4119.11, 4219.11, 4319.11

Moved by: Trudi Callaway 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

i. The governing Board to approve the Community Service hours waiver for 2020-2021 and for the spring semester of the 2019-2020 school year. **Pg. 216**

Moved by: Michael Mann 2nd By: Whitney Goller

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

j. The governing Board to approve the Executed agreement between the Cuyama Joint Unified School District and the Cuyama Christian Academy regarding the use of the Cuyama Christian Academy facilities by district personnel and district students. **Pg. 217**

Moved by: Michael Mann 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

k. The governing Board to approve the Career Technical Education Incentive Grant (CTEIG) District application for the 2020-2021 school year. **Pg. 218-256**

Moved by: Michael Mann 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

l. The governing board to approve resolution to authorize temporary borrowing between funds of the Cuyama Joint Unified School District or Restricted fund moneys for cash purposes. **Pg. 257-258**

Moved by: Michael Mann 2nd By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

VI. ITEM(S) PULLED FROM CONSENT AGENDA:

1. Minutes of the August 13, 2020, Board Meeting – Members present Michael Mann, Trudi Callaway, and Jose Valenzuela **Pg. 17-22**

Moved By: Jose Valenzuela Seconded By: Michael Mann

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller. **Ab** Heather Lomax **Ab** Michael Mann **Y** José Valenzuela **Y**

2. Minutes of July 9, 2020 Board Meeting – Members present: Heather Lomax, Trudi Callaway, and Jose Valenzuela **Pg. 23-25**

Moved By: Jose Valenzuela. Seconded By: Trudi Callaway

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller. **Ab** Heather Lomax **Y** Michael Mann **Ab** José Valenzuela **Y**

3. Minutes of January 8, 2020 Board Meeting – Members present Whitney Goller, Heather Lomax, Michael Mann, and Jose Valenzuela **Pg. 26**

Moved By: Michael Man. Seconded By: Heather Lomax

Roll Call Vote:

Trudi Callaway **Ab** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Y**

4. Minutes of June 25, 2020 Board Meeting – Members present Whitney Goller, Michael Mann and Heather Lomax **Pg. 27-30**

Moved By: Whitney Goller Seconded By: Michael Mann

Roll Call Vote:

Trudi Callaway **Ab** Whitney Goller **Y** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Ab**

5. Minutes of June 29, 2020 Board Meeting – Members present Trudi Callaway, Heather Lomax, and Michael Mann **Pg. 31-32**

Moved By: Michel Mann Seconded By: Heather Lomax

Roll Call Vote:

Trudi Callaway **Y** Whitney Goller **Ab** Heather Lomax **Y** Michael Mann **Y** José Valenzuela **Ab**

6. Checks Board Report Pg. 33-35

Moved by: Whitney Goller

Seconded By: Jose Valenzuela

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

VII. CLOSED SESSION:

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.

- a. CONFERENCE WITH LABOR NEGOTIATORS (Government Code section 54957.6)
Agency designated representative: Alfonso Gamino

The Board will adjourn into closed session at 7:58 p.m.

The Board returned to open session at: 8:27 p.m.

Report out from closed session – No Action taken in closed session

VIII. ADJOURNMENT:

Moved By: Whitney Goller. 2nd By: Michael Mann

Roll Call Vote:

Trudi Callaway Y Whitney Goller Y Heather Lomax Y Michael Mann Y José Valenzuela Y

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent's Office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

**The next scheduled Special School Board Meeting will be on
Thursday, September 24, 2020; 6:00pm, Elementary School Board Room**

**The next regularly scheduled School Board Meeting will be on
Thursday, October 8, 2020; 6:00pm, Elementary School Board Room**

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the District office and at: <https://cuyamaunified.org/board->

materials-2020-2021/ using the "Click Here" links next to the date: 9/10/2020.

USE OF RELAXED TELECONFERENCE PROCEDURES PER GOVERNOR'S COVID-19

EXECUTIVE ORDER: Notice of Teleconferencing Pursuant to Executive Order N-25-20 and Government Code section 54953: In order to mitigate possible impacts relating to the Coronavirus (COVID-19), the Board will conduct this meeting via teleconference or videoconference, with one or more board members participating from remote locations.

Members of the public wishing to observe the meeting or make public comments as authorized under Government Code section 54954.3 may do so at the following location: 4500 Hwy 166, New Cuyama, CA 93254, or via electronic participation by accessing the link provided as the beginning of the agenda. Voting at this meeting shall be by roll call.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/c/documents/lrngcnltyatndncpln-instructions.docx>

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LEA Name	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a result of the COVID-19 pandemic and under the guidance of the county health department and the county office of education, the district closed its schools and transitioned to remote instruction during the week of March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unprecedented COVID-19 pandemic has affected the entire LEA community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided through the schools using an in-person model. Many of these services target vulnerable populations such as English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students.

In July of 2020, the governor announced that no schools were to open prior to being removed from the state watchlist. This announcement ensured that the LEA would begin the 2020-2021 school year using remote instruction.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The LEA solicited feedback from parents students and both certificated and classified staff in the late spring and throughout the summer regarding the experience and satisfactions with distance learning, the problems and setbacks associated with this learning platform, distribution of meals, access to the internet for learning purposes and other topics.

In the weeks immediately after the school year began the LEA held specific stakeholder group meetings with the four main stakeholder groups, certificated staff (8/31/2020), classified staff (8/31/2020), parents (8/31/2020) and students (8/31/2020). All stakeholder groups were informed of the meetings. The meetings were conducted remotely via the LEA's Conferencing service. Those who do not have adequate internet service could participate via a phone call. Stakeholders were also notified that they could call their teacher, principal or superintendent to discuss the LCP and provide additional feedback. At all stakeholder meetings translation services were provided. Additionally, the notification messages that went out to stakeholders regarding the LCP process were in English and Spanish.

In each of these meetings the LEA reviewed the following areas with the stakeholders:

1. In-Person Instructional Offerings
2. Distance Learning Program (including: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs)
3. Pupil Learning Loss (including: Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Mental Health and Social and Emotional Well-Being)
4. Mental Health and Social Emotional Well-Being
5. Pupil and Family Engagement and Outreach
6. School Nutrition

Within each of these areas the LEA reviewed the actions the LEA was planning on taking at the time of the stakeholder meeting. The LEA also asked for concerns and feedback regarding the plan and for potential additional actions that stakeholders might think of. Some suggestions were offered during the meeting. All stakeholders were notified of their right to submit additional questions or comments in writing to the superintendent. The LEA took all feedback from stakeholder groups under advisement during development of the LCP both prior to the Public Hearing and between the Public Hearing and the Final Approval.

The LEA will hold a Public Hearing on 9/10/2020. Prior to the Public Hearing the Draft LCP was posted on the LEA's website. On the website next to the posting, stakeholders were notified of their right to provide additional feedback and were provided with a method to do so. Staff will review and integrate all public comments and information provided at the public hearing from stakeholders before the board meeting for final approval. The final approval for the LCP will take place at the board meeting on 9/24/2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder meetings, focus groups and board meetings were open to the public via conferencing due to the shelter in place order. All meetings were announced at least one week prior. Staff were notified via email and regular announcement. Parents were notified through the parent communication system. Students were notified through class and email.

The Public Hearing and the Final Approval were both held at regularly scheduled and agendized board meetings on 9/10/2020 and 9/24/2020. Anyone wishing to speak on this item was given notice of the public hearing as required under CA Ed Code.

[A summary of the feedback provided by specific stakeholder groups.]

Each stakeholder group felt safety of staff and students, including physical and mental health as well as social emotional development, should drive the method of instruction and decision making for the LCP. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19. In the meantime, strong feedback was received in the need to continually improve the LEA's distance learning program while acknowledging that the LEA had made huge improvements since March 2020.

Specific stakeholder groups had some of the following areas of emphasis.

Certificated Staff:

The certificated staff was focused on continuing to improve their delivery of distance learning including strategies for engaging students during synchronous online instruction. Certificated staff was also focused on ensuring the social emotional well being of their students.

Classified Staff:

The classified was focused on ensuring the engagement of students during the delivery of synchronous distance learning and on how to best monitor student engagement. Classified staff was also focused on ensuring the social emotional well being of their students.

Parents:

The parents were centered on the continued improvement of synchronous distance learning and also on the programs that the LEA has for asynchronous learning. Parents also had questions about the plan for in person instruction.

Students:

The students were concentrated on continuing to improve the delivery of synchronous distance learning. They also were concerned that activities that benefit student social emotional well-being be in the LCP.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following is a list of specific stakeholder groups, sections of the plan that these groups had an influence on along with specific actions that these groups advocated for.

Certificated Staff:

The certificated staff had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction, Distance Learning Program: Distance Learning Professional Development, Distance Learning Program: Staff Roles and Responsibilities and Pupil and Family Engagement and Outreach.

One action that the certificated staff strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, and Microsoft Teams for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

Classified Staff:

The classified staff had influence on the following sections of the LCP: Distance Learning Program: Distance Learning Professional Development and Pupil and Family Engagement and Outreach. One action that the classified staff strongly recommended was to, "Provide tools and other support to stay connected with students. If teachers cannot reach a student, district administration or staff will follow up with additional outreach."

Parents:

The parents had influence on the following sections of the LCP: Distance Learning Program: Continuity of Instruction and Distance Learning Program: Distance Learning Professional Development. One action that the parents strongly recommended was to, "Provide the following resources to staff capacity building for caregivers and instructional staff to ensure they have necessary skills to build successful partnerships to support children's learning."

Students:

The students had influence on the following sections of the LCP: Distance Learning Program: Distance Learning Professional Development and Mental Health and Social and Emotional Well-Being. One action that the students strongly recommended was to, "Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials."

Continuity of Learning

In-Person Instructional Offerings

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[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The district will closely monitor the state watch list and re-evaluate when it is possible to open up in some sort of in-person instruction. Once the county has been off the watch list for two consecutive weeks, or once the county grants the district a waiver for elementary school students, the district will move towards a phased opening. The phased opening will consist of a pre-hybrid phase and a hybrid phase before the move back to traditional in-class instruction.

The pre-hybrid phase would consist of bringing back a limited number of students not to exceed 25% of the students. This initial group will consist of students with IEPs, then English Language Learners, and then additional students who are struggling with distance learning. The LEA will bring these subgroups onto campus or other facility for in-person support. These students may be on campus for 2 or more days each week. This is yet to be determined.

The hybrid stage will include bringing 50% of students back on Monday and Tuesday and the other 50% on Thursday and Friday. Such a scenario would allow for social distancing practices to be continued on campus. Wednesdays would continue to be reserved for distance learning as well as possibly bringing subgroups of students who need additional support onto campus for in-person support. This may include English Language Learners, students with IEPs, or students who are struggling with distance learning. Students will be required to have proper PPE materials, and temperatures will be taken upon their arrival.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be used effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.	\$39,000	N
01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)	\$9,411	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The LEA will take the following actions to ensure that all students have access to a full and rigorous curriculum.

1. Provide instruction in all content required under California law, including science, arts and social emotional learning.
2. Using these curricula as a base, teachers will provide grade-level curriculum and activities that are organized by daily schedules.
3. Provide for pickup of physical instructional materials when needed.
4. Convert classes to online format and hosts them on Seesaw, Canvas, Zoom, and Microsoft Teams.
5. Effectively utilize Zoom Conferencing, Seesaw, Canvas, Zoom, and Microsoft Teams, etc., for delivery of online curriculum. Using these curricula as a base, teachers provide grade-level curriculum and activities that are organized by daily schedules which are posted on the LEA's website. In the event that students do not have internet access, the LEA provides for pick up of instructional materials.

The LEA will take the following actions to ensure that all students receive quality synchronous instruction.

1. Providing synchronous instruction with teachers interacting directly with students in large and small groups through Zoom, Google Classroom, or other comparable digital platforms.
2. The LEA provides online instruction in every core class. This instruction includes both synchronous and asynchronous methods of instruction and both digital and physical learning materials.
3. Teachers regularly monitor students' progress toward completion of distance learning activities and progress toward learning mastery as applicable.
4. On a regular basis connect with students during their office hours.
5. The LEA support staff also assists teachers in providing a comprehensive learning experience by helping to maintain personal and individualized contact with each child, especially those students in need of extra support.

The LEA will take the following actions to ensure that all students receive quality asynchronous instruction.

1. Effectively utilize Canvas, Kahoot, Odyssey, Khan Academy, etc. for delivery of online asynchronous instruction.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district will take the following actions to ensure that all students have access to learning devices and connectivity to the internet.

1. Ensure consistent two-way communication with students and families around the distance learning experience, including 1-to-1 outreach to every student and family at the start of the LEA year to assess their readiness and needs for distance learning.

2. Distribute devices to any students that need one. This included arranging for pickup of chromebooks / laptops or other devices by parents for students to use at home.
3. Provide support to students and families if they have technology problems.
4. Provide students who need them with mobile hot spots with sufficient data limits to access all learning opportunities. Because of mobile provider coverage the hot spots don't work in some locations. In these cases students are using their own data plans to connect to their online learning.
5. During the spring on 2019-2020 all students would pick up their curriculum every two weeks from the school. If they are unable to so, the district would deliver these to the students. Students would complete the work in an independent study type of environment.

Through these efforts the district has ensured that all students have devices to use and access to distance learning resources.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LEA will define minimum expectations for daily live interaction by grade span, including additional time requirements for English Language development. The minimum expectations will be defined by type of interaction, e.g. through an online learning platform, phone calls, etc. To monitor adherence to these expectations daily attendance will be taken by certificated teachers during all synchronous sessions. The LEA will comply with all state required weekly instructional minutes. Teachers will also record an approximation of how much of the daily instruction is in-person vs remote synchronous vs remote asynchronous. Based on CDE guidelines, teachers will also assign a daily participation code to each student to measure the level of participation. Teachers will provide weekly certification of the attendance and participation data. To assess students progress the LEA will conduct regular assessments in all core subjects to measure student academic progress.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The LEA will provide the following professional development to staff to support distance learning.

1. Professional development and collaboration in the days before the start of school. The focus will be on continuing to develop staff capacity in remote instruction, building classroom community and connection, and developing student engagement in the distance learning environment.
2. Professional development during weekly collaboration. This collaboration time also provides teachers have regular opportunities to engage in peer-to-peer professional development. Grade level / department meetings will be a collaborative online space for staff who support common students to norm on distance learning best practices, support students of concern and implement interventions for specific sub-populations, specifically the English Language Learners.
3. Professional development for staff focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.
4. Professional development for staff focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, etc.

The LEA will provide the following resources to staff to support distance learning.

1. A uniform set of expectations and standards regarding distance learning grading policies and expectations of quality distance learning.
2. Tools and other support to stay connected with students. If teachers cannot reach a student, district administration or staff will follow up with additional outreach.
3. Capacity building for caregivers and instructional staff to ensure they have necessary skills to build successful partnerships to support children's learning.
4. Laptops, internet connectivity if needed, and technology coaching support to ensure the staff has the technical ability to connect and develop remote instruction environments for students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The following are lists under different groups of staff that describe changes from the traditional roles and responsibilities of these various staff as a result of COVID-19. The lists include modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students and changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

In the distance learning environment teachers have had the following changes made to their roles and responsibilities:

1. Developing online learning tools and classroom setup that aligns to current curriculum.
2. Taking daily attendance records for student engagement based on state guidelines.
3. Organizing office hours/synchronous learning so that students/families are able to connect with teachers.
4. Engaging with families on an ongoing basis, including events that may be different under distance learning circumstances.

In the distance learning environment administrators have had the following changes made to their roles and responsibilities:

1. Ensuring all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
2. Being available to support teachers, students, and families during the school day.
3. Monitoring teaching and learning virtually to provide feedback and support to teachers to improve student learning.
4. Engaging in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
5. Ensuring that support staff is able to support teachers in the distance learning environment.

In the distance learning environment maintenance and operations staff have had the following changes made to their roles and responsibilities:

1. All Maintenance and Operations staff must actively model and support all required public health measures as well as maintain a stock of personal protective equipment to ensure readiness, order additional supplies as needed. In addition, staff provides routine disinfecting of all high-touch areas on a daily basis.
2. Food Service Staff must shift food service production and delivery to grab and go type meals and away from sit down meals while maintaining nutritional standards.
3. Bus Drivers/Transportation Staff need to ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must visually screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID.
4. Support Staff provide remote supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The LEA will provide the following additional supports to assist students with unique needs including special education students, English learners, homeless and foster care youth, etc.

1. Providing expanded learning opportunities to students most impacted by COVID and opportunities for small group instruction for all students.
2. Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program.
3. Special education students are able to meet with the speech therapist, the psychologist and the teacher on-site one on one or in very small groups to receive services listed in their IEP.
4. The RTI/ELD Coordinator provides small group support for Tier 2 ELs and non-ELs to receive additional academic support online.
5. The ASES program is providing online after school support primarily to those students with unique needs.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
02.01: Purchase new laptops so that each student has one including setup costs. - These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.	\$147,475	N
02.02: Purchase wireless hotspots for use by all students in need. The purchase is for a 2 year contract. - These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.	\$51,888	N
02.03: Purchase Zoom, Seesaw, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.	\$26,000	N
02.04: Provide PD focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.	\$8,449	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The LEA leadership team reviewed results from assessment data trends at the beginning of the 2020-2021 school year. This group includes teachers, site administrators and LEA administrators. This group reviewed the following data:

- Student performance on DIBELS.
- Student performance on the CAASPP Interim assessment.
- Student performance on teacher administered content assessments.
- Student performance on the ELPAC along with additional ELD formative assessments during the school year.
- Teachers' holistic assessment of student progress.
- Surveys of students and parents

Upon review the team created an action plan with interventions to address student learning loss. These interventions are listed in the box below under actions and strategies. Students performing below grade level will receive tier 1 instruction and tier 2 interventions with the classroom teacher in the Reading and Math programs. Students will be regularly re-assessed to monitor progress towards standards.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.]

Pupil learning loss strategies are divided into tiers with tier 1 being the first level universal support and tiers 2 and 3 being proportionally more intensive interventions

Tier 1:

1. All students will receive high quality daily standards-aligned instruction focused on priority standard clusters.
2. Additionally, all teachers will receive professional development focusing on distance learning strategies for: student engagement, behavioral engagement, cognitive engagement, and emotional engagement.
3. Students will be placed into groups such as advanced, benchmark, intensive or strategic. This placement will be based on assessment data mentioned in the previous response.
4. Staff will use a universal screening process and identify students in need of Tier 2 strategies.

Tier 2:

1. Small-group instruction that is targeted to identified student needs. This is provided primarily through synchronous online platforms. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.
2. Specific supports for students with IEPs including adhering to all support listed in the IEP.

3. Specific additional supports for students for English Learners including ELD curriculum.
4. Use of Universal Design for Learning (UDL) to plan and deliver lessons.
5. Teachers will engage students in ELA content and instruction from the ELA program's intervention support materials and from other sources. This instruction will be targeted to the areas that data show students need additional support in.
6. Staff will use a universal screening process and identify students in need of Tier 3 strategies.

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Tier 3:

1. Provide 1 on 1 or small group instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.
2. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The LEA leadership team will conduct a review of curriculum implementation, instructional strategies efficacy and assessment results. This group will include teachers, site administrators and LEA administrators. They will review data to determine if the strategies in tiers 1, 2 and 3 are leading to student improvement on various measures of improvement. The data reviewed will be the same as is mentioned in box 1 of this section. Upon review the team will create a new action plan to make modifications to any learning loss mediation strategies that need change.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)	\$2,260	Y
03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities.	\$53,639	Y
03.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.	\$16,941	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The district will take the following actions to support the mental health and social emotional well-being of students and staff.

Students:

1. Connect students to community resources that support both mental and physical health.
2. Conduct parent-teacher virtual home visits when appropriate to support students.
3. Provide staff development in some of the following: mindfulness, mental health crisis response, etc.
4. Hold parent outreach & engagement sessions focused on topics such as self-care, building resilience, suicide prevention, etc.
5. Provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught.
6. Provide staff development on COVID-19 topics.
7. Continue offering a rigorous virtual PE program.
8. Ensure that special education students receive the mental health services they are entitled to.
9. Continue the After School Program by offering activities that support students' personal goals and parent requests.
10. Provide a part-time psychologist.

Staff:

1. Connect staff to community resources that support both mental and physical health.
2. Provide staff development in some of the following: mindfulness, mental health crisis response, etc.
3. Continue the previous years' district-wide efforts focus on promoting students well-being.
4. Provide school-based mental health individual counseling (in person or virtually) for staff.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

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The district will use the following tiered strategies to engage pupils who are absent from distance learning:

Tier 1:

- Use the weekly student support roster/(C)(SIS) to track student participation.
- Identify students who are not fully participating or identified as "low participation" for tier 2. (Full participation is is defined as full participation in both synchronous and asynchronous instruction.)
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Make person to person direct contact with parents/guardians of students with low participation.
- Use a universal screener to identify, track and document needed supports & outreach.
- Translate all attendance and engagement documents as needed.

Tier 2:

- Send home a mailer to schedule virtual/ in person meeting.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- Conduct virtual home visits.
- Use a universal screener to identify, track and document needed supports & outreach.
- Translate all attendance and engagement documents as needed.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.
- Identify students who are not habitually low participation for tier 3 support. (habitually low participating is defined as three or more days of low participation in synchronous and asynchronous instruction.)

Tier 3:

- Meet Monthly with Attendance Coordinators/Registration Coordinators.
- Support Attendance Coordinators/Registration Coordinators with parent meetings/attendance issues.
- Hold virtual/in-person meeting or home visit with student and parent/guardian for habitually low participation students.
- Translate all attendance and engagement documents as needed.
- Use a translator as needed for all parent/guardian conversations regarding attendance and engagement.

The district will monitor the following activities to determine when pupil is in need of the reengagement strategies listed above.

Monitoring:

- Active participation in the distance learning program as evidenced by satisfactory completion of assigned.
- Active participation in the distance learning program as evidenced by engagement in online classes.
- Substantial and substantive direct contact between the student and teacher.
- Attendance in class during distance learning instruction.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In planning for the 2020-2021 school year the district recognized that there is still a need for access to food in the community. During the school year the district will use the following strategies to provide nutritionally adequate meals for all pupils.

1. The district will provide "grab and go" meals to the community. The food service staff will prepare the meals. These "grab and go" meals consist of a lunch and breakfast for the following morning. This service is provided at two locations, one in Ventucopa and one at the Rec Hall in town. Families can pick up meals between 11:00 AM and 12:30 PM Monday thru Friday.
2. The district will continue to partner with Cuyama Valley Resource Center to provide outreach to needy families who might not know about or who can't easily access the program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
04.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents ill be given strategies to support student learning in a distance learning environment. (PD Plan)	\$1,000	Y
05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE)	\$392,219	Y
05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. - This position will be the district lead on intervening with Pupil learning loss at the K-8 level.	\$95,067	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.82%	\$464,930

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.

The Cuyama Joint Unified School District LCFF Supplemental / Concentration Grant is projected to be \$464,930. The percentage of unduplicated students is 79.9%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. Because the percentage of unduplicated students is so high the stakeholders agreed that the following actions / services will be provided LEA-wide. The list below has the action in italics followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

*01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)*This service will be district-wide because all teachers service the EL population. This action will be additional PD above and beyond core program PD that teachers receive. This additional PD will be principally directed towards the needs of the unduplicated student population. Not only will this service provide additional PD, but it will also improve the EL and intervention programs at both sites through an improved and expanded MTSS program.

*05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE)*With an unduplicated population at 79.9% of the district this is an effective way to improve services to the unduplicated population. The district's base program would provide for 8.75 FTE teachers which would provide a student to teacher ratio of approximately 25:1; however, because of the small nature of the district this would create combo classes for every grade TK-8 and limit the elective and CCR offerings at the HS. The district will use S&C funds to reduce class sizes preventing combo classes in grades TK, 1, 2, 3, 6, 7 and 8 and also providing 3 additional support periods at the HS for intervention.

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

The increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 22.82%. The following actions / services are being increased or improved. These actions / services are principally directed to and effective at assisting unduplicated students in meeting the LCAP goals. Each action is listed in italics and is followed by a description of how the service is being increase or improved for the LCAP year.

The first list are the actions that are not provided LEA wide. The second list are those that are provided LEA wide.

Not provided LEA wide:

- 03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. -

- 03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities. -

- 04.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. -

- 05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. - This position will be the district lead on intervening with Pupil learning loss at the K-8 level. - The RTI Program, and the EL Program along with the after school program primarily support the EL, LI, and FY student groups. These programs are additional programs above and beyond the core program. Additionally the direction and assistance this position gives provides for a significantly improved delivery of service to the EL and LI populations.

Provided LEA wide:

01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan) This service will be district-wide because all teachers service the EL population. This action will be additional PD above and beyond core program PD that teachers receive. This additional PD will be principally directed towards the needs of the unduplicated student population. Not only will this service provide additional PD, but it will also improve the EL and intervention programs at both sites through an improved and expanded MTSS program.

05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ \$95,067 / FTE)With an unduplicated population at 79.9% of the district this is an effective way to improve services to the unduplicated population. The district's base program would provide for 8.75 FTE teachers which would provide a student to teacher ratio of approximately 25:1, however, because of the small nature of the district this would create combo classes for every grade TK-8 and limit the elective and CCR offerings at the HS. The district will use S&C funds to reduce class sizes preventing combo classes in grades TK, 1, 2, 3, 6, 7 and 8 and also providing 3 additional support periods at the HS for intervention.

Recording Requested By:
Cuyama Joint Unified School District

WHEN RECORDED MAIL TO:
Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, California 93254

The undersigned Grantor Declares: Exempt R&T Code 11922
Computed on the consideration or value of property conveyed; or
Computed on the consideration or value less liens and encumbrances remaining
at the time of sale.
APN: 149-052-004

QUITCLAIM DEED

NOW THEREFORE, for good and valuable consideration, the receipt and adequacy of which are acknowledged, the SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT, a subdivision of the State of California ("Transferor") does hereby remise, release, and forever quitclaim to the CUYAMA JOINT UNIFIED SCHOOL DISTRICT, a political subdivision of the State of California ("Transferee") all right, title, and interest Transferor has in the real property located in the Town of New Cuyama, Santa Barbara County, California, described in attached Exhibit "A" and depicted in attached Exhibit "B" incorporated herein by reference.

DATED: September 9, 2020

SANTA MARIA JOINT UNION HIGH
SCHOOL DISTRICT

By: 
Antonio Garcia

Its: Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California)

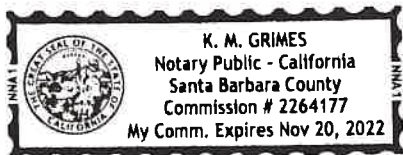
County of Santa Barbara)

On 9-9-2020 before me, KM Grimes
Date Insert Name and Title of Officer

personally appeared Antonio Garcia
Name(s) of Signer(s)

_____, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.



Place Notary Seal Above

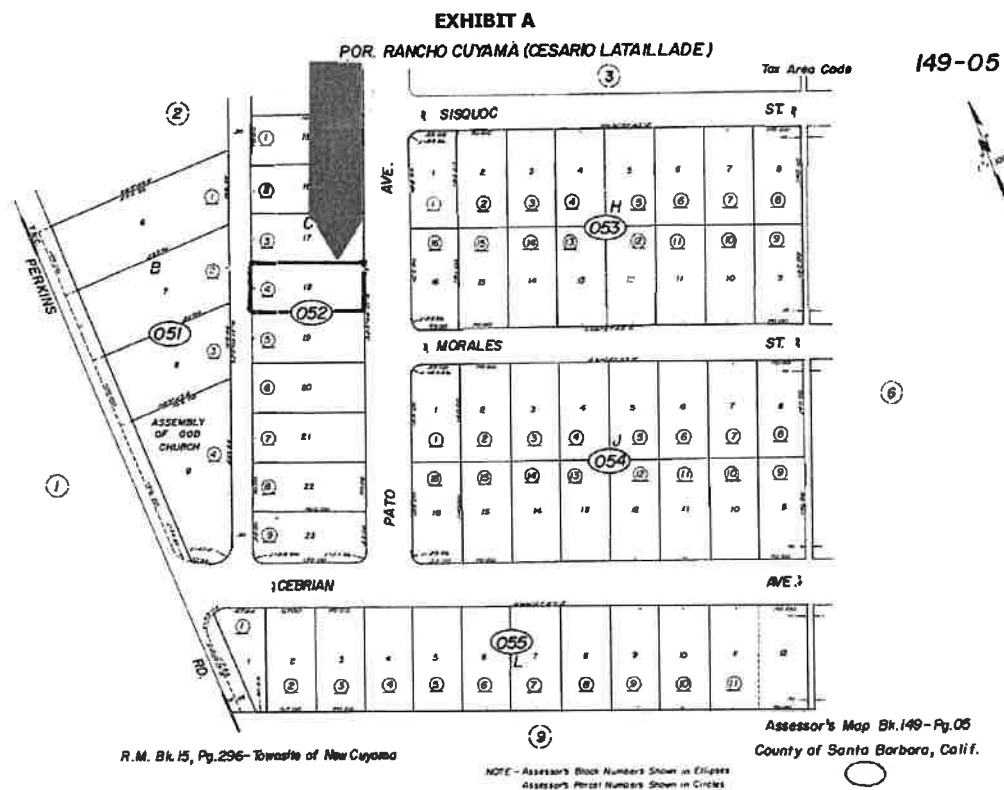
WITNESS my hand and official seal.

Signature KM Grimes
Signature of Notary Public

EXHIBT A
LEGAL DESCRIPTION

Lot 18 in Block C of the Townsite of New Cuyama, being a subdivision of a portion of the Rancho Cuyama No. 2, according to the map thereof recorded in Book 15, page 296, et seq., of Maps, in the office of the Recorder of the County of Santa Barbara

EXHIBIT B



RESOLUTION NUMBER 06-2020-2021

RESOLUTION OF THE GOVERNING BOARD OF THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT AUTHORIZING CONVEYANCE OF INTEREST IN REAL PROPERTY TO THE CUYAMA JOINT UNIFIED SCHOOL DISTRICT

WHEREAS, the California Education Code provides for the reorganization of school districts and the transfer of property related to such reorganization;

WHEREAS, pursuant to reorganization documents which provided for the creation of the Cuyama Joint Unified School District ("Cuyama") certain property of the Santa Maria Joint Union High School District was transferred to Cuyama;

WHEREAS, due to an administrative oversight, the transfer of one parcel which is currently occupied by Cuyama was never officially memorialized.

BE IT RESOLVED by the Governing Board of the Santa Maria Joint Union High School District as follows:

1. That the interests in real property of this District to be conveyed are described in Exhibit "A" to the Cuyama Joint Unified School District; and
2. That the Governing Board authorizes the Superintendent to take necessary action to execute the deed of conveyance of Assessor's Parcel Number 149-052-004 as more particularly described in Exhibit "A."

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District at a regular meeting held this 8th day of September 2020, by the following vote:

ROLL CALL:

AYES:	Lopez, Garvin, Karamitsos, Perez, Palera
NOES:	N/A
ABSENT:	N/A
ABSTAIN:	N/A



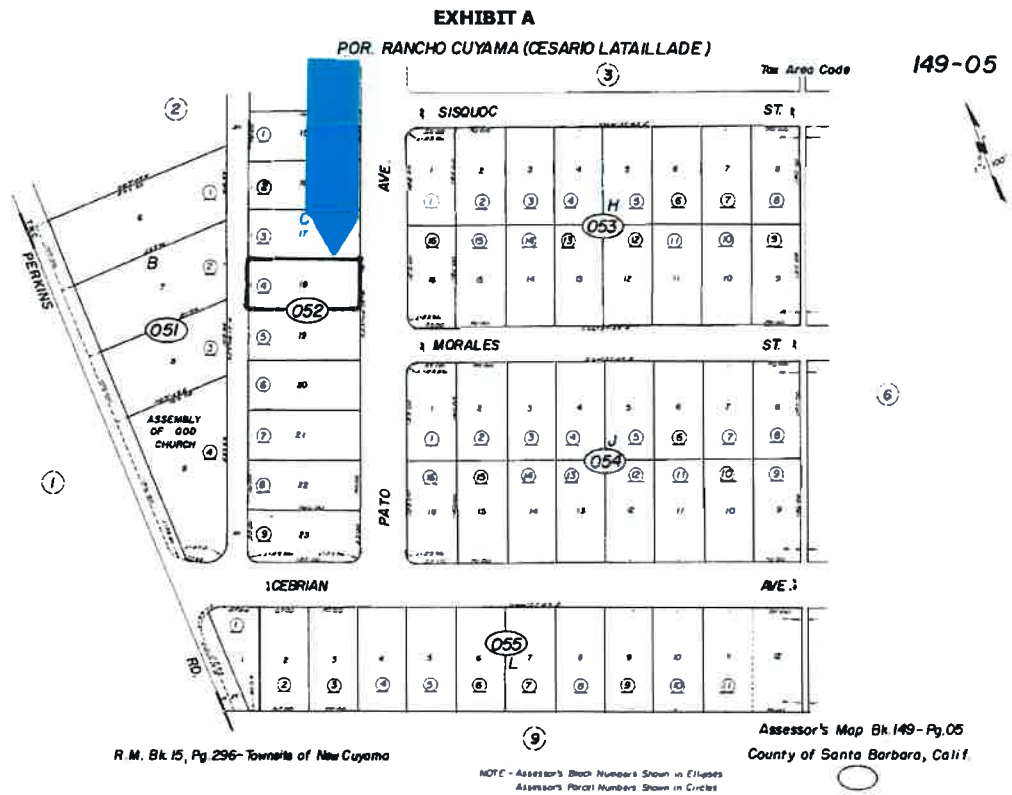
President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

EXHIBIT "A"

Legal Description

LEGAL DESCRIPTION

Lot 18 in Block C of the Townsite of New Cuyama, being a subdivision of a portion of the Rancho Cuyama No. 2, according to the map thereof recorded in Book 15, page 296, et seq., of Maps, in the office of the Recorder of the County of Santa Barbara



CERTIFICATE OF ACCEPTANCE OF DEED

THIS IS TO CERTIFY that the interest in real property conveyed by the Quitclaim Deed dated September 9, 2020, from the Santa Maria Joint Union High School District, a political subdivision of the State of California, Grantor, to the Cuyama Joint Unified School District, a political subdivision of the State of California, Grantee, is hereby accepted by order of the Board of Trustees on _____, 2020, and the Grantee consents to recordation thereof by its duly authorized officer.

Dated: _____

By: _____

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

Executive Secretary to Superintendent/Principal's Secretary

Under the supervision of the Superintendent, the Executive Secretary performs highly complex and responsible administrative and clerical work; interprets policy and administrative regulations; and other related duties as required. Under the Supervision of the Principal, acts as secretary and receptionist and performs a wide variety of responsible clerical work for the school site and other related school duties.

EXAMPLES OF DUTIES/ESSENTIAL EXECUTIVE FUNCTIONS

- Serve as a direct Executive Secretary to the Superintendent.
- Receive and maintain confidential material/confidentiality.
- Responsible for HR/Payroll processes for the district.
- Registrar; input class rosters; proficient in the use of the site student management systems including PowerSchool etc.
- Prepare correspondence independently on matters not requiring personal response by Superintendent.
- Type reports, memorandums, and other documents. Completes reports for state, county, and local agencies.
- Gather data and compile statistical reports making calculations and developing reports in accordance with written or oral instructions.
- Conduct initial interviews with students, staff members, and general public.
- Answer questions refer questions to an appropriate staff member and/or makes an appointment with the Superintendent.
- Set up and maintain complete and accurate filing system.
- Attend school board meetings, prepare the agenda, post agendas, take notes, record the minutes, and post on district website.
- Prepare all documents submitted to the Board.
- Make conference/travel arrangement for the Superintendent and the School Board members.
- Receives, reviews and prioritizes Superintendent's mail.
- Maintains Superintendent's calendar, makes appointments, schedules conferences and meetings.
- Acts as a Secretary to the Board of Trustees in all areas required by the Board.
- Coordinate the revision, adoption, posting, and research of CSBA Board Policies and other correspondence needed to adopt policies.
- Responsible for office coverage in the event that other staff is unavailable.
- Perform other duties as assigned.

EXAMPLES OF DUTIES/ESSENTIAL PRINCIPAL'S SECRETARY FUNCTIONS

- Act as a secretary to the Principal.

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

- Operate standard office machines including calculators, telephones, copiers/fax, and computers.
- Operate student management systems the site uses.
- Tracks student reports, classes, transcripts.
- Type letters, memos, bulletins, announcements, newsletters, publications, forms, etc.
- Supervise students, parents, and visitors as they wait for appointments.
- Maintain filing system (s).
- Take and transmit messages.
- Give routine information as requested.
- Coordinate substitute teachers assigned to the campus.
- Prepare reports, record minutes at site meetings, maintains student reports, etc.
- Perform other duties as assigned.

MINIMUM QUALIFICATIONS

Education

High School Diploma or equivalent, A.A. or college coursework preferred
Word processing, computer proficiency, and/or secretarial skills

Experience

Broad, varied, and responsible clerical work, preferably in the field of education or a similar field desired
Bilingual preferred

Licenses and Other Requirements

DOJ and FBI fingerprint clearance Negative TB test within the last four years
Type 40-50 words per minute with accuracy preferred

KNOWLEDGE AND ABILITIES

Knowledge of

- Modern office methods of filing and clerical procedures.
- Acceptable telephone etiquette.
- Computer entry, student management systems proficiency, storage, and retrieval functions.
- Record keeping techniques/organization.
- Reading and English communication skills.
- Basic computer skills with applications such as MS Word, MS Excel etc.

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

- Knowledge of general office procedures and office machines (computer, fax, and copier).
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- District policies, rules and regulations.

Ability to

1. Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness as necessary.
2. Compose letters in acceptable style with minimum assistance.
3. Maintain a calendar of appointments.
4. Maintain an adequate filing system and be able to retrieve data quickly.
5. Take notes and records of meetings, conferences, etc.
6. Correct English usage, grammar, spelling, punctuation, and vocabulary.
7. Be punctual and regular in attendance.
8. Maintain confidentiality in matters regarding employees and/or students.
9. Learn specific rules, regulations, laws, and policies quickly and apply them with good judgment in a variety of procedural matters without immediate supervision.
10. Use good judgment while recognizing the scope of authority.
11. Perform clerical duties including proofreading for correct spelling and proper English grammar usage.
12. Meet students, parents, staff, and the public tactfully and courteously
13. Work harmoniously with fellow employees.
14. Operate computer; management systems, and printer and other office machines with advanced skills in the operation including word processing and data base software.
15. Compile and maintain accurate and complete records and reports.
16. Understand and follow oral and written instructions.
17. Answer questions by telephone, in person, and e-mail in a respectful manner.
18. Organize tasks and complete with efficient use of time.
19. Create correspondence databases, spread sheets, and various publications.
20. Maintain cooperative relationships with coworkers and the general public.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Environment: Indoor office environment subject to frequent interruptions. Some travel between District sites

Physical Demands

- Pushing, moving, and lifting objects with a strength factor of light work.
- Dexterity of hands and fingers to operate a variety of standard office equipment.
- Clarity of vision at varying distances.
- Verbal, auditory, and written capabilities to effectively communicate in an articulate manner.
- Sitting and standing for extended periods of time.

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

- Lifting of objects with a strength factor of light work.
- Frequent sitting, standing, and walking.
- Reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies.
- Occasional bending, reaching, and stretching.
- Occasional pushing, pulling, and dragging.
- Occasional kneeling, crouching, and squatting.

Current Salary Range: \$32,572.80 - \$48,172.80

12-Month employee

Cuyama Classified Confidential/Management Salary Schedule

Created 8/19/2020