

San Ysidro School District Governing Board

SPECIAL BOARD MEETING

AGENDA

Thursday
September 10, 2020
5:00 p.m.
Via Zoom Teleconference

Pursuant to Governor Newsom's Executive Order N-29-20, this Special Meeting of the San Ysidro School District Board shall be held by teleconference. Trustees of San Ysidro School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following link <https://www.youtube.com/channel/UCGyF01068pwbhe-B5xnyl-A/videos>. Public comment may be submitted by email to publiccomment@syzdschools.org on or before Thursday, September 10, 2020 at 3:00 pm. To listen to this meeting in Spanish, please call 1 (502) 791-5618 and enter the access code 780 912 617#. Closed Session will be conducted in accordance with applicable sections of California Law.

GENERAL ADMINISTRATION

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

Informational
 Action

AGENDA ITEM: UNAUDITED ACTUALS FINANCIAL REPORT FOR FISCAL YEAR 2019-2020

BACKGROUND INFORMATION:

AB1200 requires local educational agencies (LEA) to submit their Unaudited Actuals Financial Reports to their county office of education. Districts should use the California Department of Education's SACS software. Reports are due upon completion, but no later than September 15th of each year.

REPORT UNDER SEPARATE COVER

RECOMMENDATION:

Approve the Unaudited Actuals Financial Report for fiscal year 2019-2020.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Renewal New Amendment Ratify Other

Financial Implications?

Are funds for this item available in the 2020-2021 Budget?

Requisition #

Yes No

Yes No

N/A
(Amount)

N/A
(Name of funding source and/or location)

--
(Funding account number)

Recommended for: Approval Denial Certification Requested Yes No

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services Informational
Manuela Colom, Executive Director Action

AGENDA ITEM: PUBLIC HEARING REGARDING THE ADOPTION OF THE LEARNING CONTINUITY AND ATTENDANCE PLAN

BACKGROUND INFORMATION:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans.

Under EC Section 43509, the Governing Board of every Local Education Agency (LEA) must present the Learning Continuity Plan in a Public Hearing for review and comment.

RECOMMENDATION:

Open/Close the public hearing regarding the Adoption of the Learning Continuity and Attendance Plan for the 2020-2021 school year.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement and Goal 2: Safety, Climate and Student Engagement

Renewal New Amendment Ratify Other

Financial Implications?

Yes No

Are funds for this item available in the 2020-2021 Budget?

Yes No

Requisition #

N/A
(Amount)

N/A
(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No

Superintendent's Office Certification:

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/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Manuela Colom, Executive Director	manuela.colom@sysdschool.org (619)428-4476

General Information

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

The community of San Ysidro is unique and is located adjacent to the U.S.-Mexico border. Over 4,200 students are enrolled in SYSD. Of these students, 62% are English Learners and while Spanish is the dominant language of these students, fifteen other languages are represented within this group. In addition, we serve approximately 1200 homeless students, and participate in the National School Lunch Program with Provision 2 status. About 12% of the students that we serve are students with exceptional needs. The district consists of five elementary schools (K-6), two middle schools (7-8), and the Child Development Center (CDC) preschool. Transitional kindergarten and preschool are offered within the district at selected school sites. As we continue to grow, we will provide a safe and supportive learning environment that empowers students to become lifelong learners.

Our region has been heavily impacted by the COVID-19 pandemic with high rates of unemployment, business closures, and 38,047 positive cases throughout San Diego county. The San Ysidro zip code of 92173 has a count of 1,272 cases with a rate per 100,000 of 4,694 and 92154 has a count of 2,304 cases with a rate per 100,000 of 2,880. Due to the fact that we serve a community with limited digital access and connectivity, we have also needed to support our families by providing access via devices and internet access. As the first day of distance learning approached, schools organized safe drive up distribution events which provided over 1,500 Chromebooks to students along with materials and textbooks for students to successfully begin the challenge of beginning a school year from their homes. Staff has been working periodically on-sites to serve families and launch the school year while following safety protocol.

Stakeholder Engagement

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

The San Ysidro School District has worked with stakeholders to inform the creation of the Learning Continuity and Attendance Plan. This plan was informed by information gathered at parent meetings, staff meetings, reopening committee task force (composed of district administrators, principals, assistant principals, parents, and classified and certificated staff members) meetings, and bargaining unit/district administration meetings. Additionally, the school sites met with the School Site Council (SSC) which at our middle schools includes pupil representation. Stakeholders were also engaged through the use of surveys that were disseminated through email and constant contact communication to all stakeholders. The surveys are offered to our parents in both English and Spanish, and stakeholder meetings are conducted in English with Spanish translation.

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

Stakeholders were able to access these meetings through online log-in platforms which included telephone access for those who do not have internet access. Additionally, public meetings are also made available through our YouTube channel live link with an opportunity for public comment or public questions through email.

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

Stakeholder feedback was solicited in a variety of formats in relation to student and community needs during this unique time, beginning in March and continuing throughout the summer and into the launch of this school year.

In reviewing the input from parents the topics that were reoccurring in the feedback are noted here. Parents are requesting support with log-in, hotspots/wifi, chromebooks/headphones, professional development for themselves to support students, school supplies for home use, increased staffing for the Technology Hotline to lessen waiting time, evening hours for parents meetings(ELAC, SSC, and PTA), after school meal service pick up hours, and attendance flexibility.

In reviewing the input from staff(certificated and classified) the topics that were reoccurring are: staff and community safety, support with hotspots/wifi, software and educational technology programs to support distance learning, professional development for staff to continue learning(Google Suite products distance learning strategies, digital curriculum integration), improving Google Meets capability, childcare, and support for students with social emotional well-being.

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

Stakeholder feedback informed significant portions of the plan development, as we seeked to incorporate the needs of our community in creating a plan to support our students, parents, and staff. These include: safety guideline implementation, professional development plan to provide ongoing professional learning opportunities for staff to support distance and blended learning environments, access to technology(chromebooks, wifi/hotspots, technology support), parent support and learning opportunities for Google classroom/distance learning, increased educational technology software access, integrating social emotional supports for students and staff, and working with

state guidelines to implement attendance monitoring that is responsive to student/family needs and supportive to families with a multi-tiered system of support.

Continuity of Learning

In-Person Instructional Offerings

[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.]

In order to allow for in-person instructional offerings, the district has planned for specific protocols that adhere to state and local public health regulations. These protocols cover all of the safety requirements set forth by the county health department including but not limited to symptom screening, face masks, social distancing, handwashing, and protocols for addressing symptomatic individuals and potential exposures to COVID-19. The detailed plans for maintaining safety can be found here in our districts [COVID-19 Safe Reopening Plan](#). This plan was created with stakeholder participation on a task force that met over to discuss and create recommendations for the districts approach to the continuity of learning through distance learning and in person instructional offerings. The group was composed of district administrators, principals, assistant principals, parents, and classified and certificated staff members.

The San Ysidro School District is committed to providing all students with a high quality education. When the state and local public health guidelines indicate that it is safe for students and staff to return to in person instruction, our plan for that return to instruction is based will focus on providing students with a quality blended learning program. This program will give students the opportunity to receive in person classroom instruction 2 days per week, with 3 days of distance learning. The plan for our instructional programs is to move through phases of implementation as outlined in the graphic below:

PHASE I	PHASE II	PHASE III
DISTANCE LEARNING ACADEMY (All Students)	DISTANCE LEARNING ACADEMY (All Students) & VIRTUAL TUTORING OPTION (October 2020) & POSSIBLE ASES/CHILDCARE LIMITED OPTION Pending state & county health care guidelines. (DATE: TBD) In-person opportunities for targeted, specialized groups by grade or identified need	2 INSTRUCTIONAL PROGRAM OPTION CHOICES: DISTANCE LEARNING ACADEMY & LAUNCH OPTIONAL BLENDED LEARNING PROGRAM
DATE: Tentative Elementary Schools : Monday, August 17th-November 6th Middle Schools: Monday, August 17th-December 18th	DATE: When State & County Health Officials Allow Schools to Reopen	DATE: When State & County Health Officials Allow Schools to Reopen

Our instructional program for in person and virtual instruction has been designed to focus on embedded Tier I and Tier II instructional practices. The instructional system is based on grade level standards instruction for ELA and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to the assessment and data analysis that focuses on guiding instructional practice and planning, we have an instructional model which incorporates a gradual release model of direct instruction, as well as time embedded in the daily schedule to implement small group leveled instruction and additional supports provided by the teacher and paraprofessionals to meet the needs of all students.

This program allows all students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom interventions and scaffolding to ensure access to grade level standards, while embedding focused instructional time to address the specific needs of students with additional support. This support will be provided by teachers, paraprofessionals, and tutors.

We continue to address specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups, and integrated ELD with embedded language development strategies and supports embedded in all content areas. We are planning professional learning and support for all teachers to address the need to support English Learners.

The San Ysidro School District has a systematic assessment and data protocol based on grade level standards instruction for ELA and Math. This system breaks up identified focus standards into instructional units with formative assessments to guide instruction over time. The data

analysis protocol focuses on guiding instructional practice and planning, through meetings guided by school site principals with grade level teachers. This protocol and assessment allows for teachers to identify students who need

Teachers also use the diagnostic STAR assessments to be able to monitor student growth over the course of the year and identify students who would benefit from additional instructional support and provide leveled scaffolds for grade level standards instruction.

The district has an additional focus of mental health and social emotional well being. To that end we have adopted a social emotional learning curriculum, Second Step, for all students to support our Positive Behavior Intervention Supports (PBIS) program. The program is part of our multi-tiered focus on mental health and wellbeing for students. The intent is to support students and help build social emotional learning for sustained positive outcomes with all students, as well as introduce a protocol for additional tiered supports that may be needed on a case by case basis.

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

Description	Total Funds	Contributing
All school sites and the district office will be disinfected on a regular basis. The district will provide personal protective equipment such as gloves, masks, hand sanitizers, etc. The district has purchased several options for temperature checks such as contactless thermometers, temperature check tablets and thermoscans.	\$700,000 (ESSER)	Y
Small group instructional support to students through Title I Instructional Aides during asynchronous time. This allows students to receive extra instructional support specific to the content that they are learning without losing any direct instructional time with their teacher.	\$377,000 (Title I)	Y
Grade level tutoring support to students through ASES during asynchronous time. This allows students to receive extra support specific to the content that they are learning without losing any direct instructional time with their teacher.	\$300,000 (ASES funds)	Y
Additional staffing required to staff the blended learning program.		

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 San Ysidro School District has developed an instructional system based on grade level standards instruction for English Language Arts and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to this instructional system, we have developed an instructional model which incorporates time for whole group instruction, leveled small group

instruction and support. This allows for students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom instruction focused on addressing the specific needs with support for all learners. This model has been transitioned to distance learning through a schedule design for distance and blended learning which also includes these components for ELA and Math.

Additionally, the district has an ELD program that addresses specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups. Students receive integrated ELD with embedded language development and support in all content areas.

The ELA, Math, and ELD curriculum is available digitally for students to use through our single sign on system, CLEVER. Additionally, all core curriculum materials are being disseminated to students via a pick-up system at the school site so that each student receives the materials that they need to be able to access the curriculum that teachers are using for instruction. We are in the process of ensuring that all students have a device and support with connectivity through an internet service and when necessary due to low wi-fi access in some areas of the community a hot spot. The continuity for our instructional practice comes from the focus on a solid instructional program that will be similar whether students are learning in person or digitally.

In order to support the continuity of learning between in person and distance learning the daily schedule was created with a districtwide focus on embedding the critical component of direct instruction, leveled small group instruction, and support for all students. This allows us to narrow the focus and ensure that we have an embedded system of support for all learners. We are also in the process of setting up additional support for students through an after school tutoring program.

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.]

In order to determine the needs of families, San Ysidro School District teachers called each of their families in early April to determine the need for devices, connectivity, and inquire as to the families wellbeing. When teachers were not successful with this outreach, the students were referred to our Outreach Consultants who continued to reach out to families to determine their needs. Additionally, our Student and Family Services Manager called each of our families experiencing homelessness, foster youth, and military families.

Determining student needs allowed us to plan for ensuring access for all of our families. This plan included distributing 3,000 devices, referring families to low and not cost internet options through Cox Compete 2 Connect program, and providing hotspots to families in need who reside in areas with poor internet connectivity. The district has secured 1,100 hotspots which are intended to support families who reside in areas with limited connectivity. The district has placed the 3 orders for chromebooks, and so far has received 2 of the orders. Once, we receive the 3rd order which is due to arrive shortly we will be at 1:1 for all of our currently enrolled students.

The San Ysidro School District is providing support to families and staff for technical issues and navigation of online instructional platforms through a variety of avenues. The district has created a technical support line for families and identified a technology support person for issues related to the Google platform. The district resource teachers have also created job aides and short instructional videos to help parents navigate the Google Classroom & Meets platform. Additionally, these teachers serve as support for issues related to the Google

platform and instructional technology and curriculum for staff and parents.(stakeholder input from parents, teaching staff , principals, and district administrators)

Instructional staff, including teachers and paraprofessionals have also been trained on the Google platform and Google Suite for Education platform to support and facilitate virtual instruction during distance learning. This professional development will be ongoing, as will the support provided for teachers who need additional coaching and support to navigate the digital platform and digital curriculum.

The district is upgrading our virtual platform from Google Suite to Google Enterprise, to increase the capabilities and features of our online learning platform.(based on stakeholder input from teaching staff , principals, and district administrators).

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.]

During distance and blended learning, student attendance is tracked by daily participation. Daily participation may include, but is not limited to any of the following evidence:

1. Participation in online activities
2. Completion of regular assignments
3. Completion of assessments
4. Contact between employees of the district and students or parents/guardians.

For the intention and purposes of tracking a students physical attendance, we will continue to utilize Synergy as our main attendance tracking tool. We are working to correlate the attendance accounting system to identify the level of engagement of each student following the expected guidelines for weekly participation and engagement set forth by the guidelines in the legislation.

In the instance of Distance Learning, if a student does not log in, does not make contact with their teacher, or does not communicate with the school, they will be marked 'unexcused'. Each unexcused absence will be followed up by an automated call programmed by our system. If there has been no communication from the family, a school staff member (Outreach Consultant) will contact the guardians of the student.

A daily list of attendance will be generated by Outreach Consultants to reference physical attendance. If a student is chronically absent or has been absent for 3 consecutive days, our outreach consultants will initiate an Attendance Student Success Team meeting. If a teacher has any concerns regarding the four areas of attendance, they will be asked to submit a Student Attendance Concern Referral. This Google form will generate a message directly to the outreach consultant. In this form a teacher can express their concerns about a students attendance, participation or any other areas that may hinder the students ability to thrive.

Family engagement will be a constant and on-going. All communication will be conducted in a caring, trauma informed approach. Our goal is to engage students, not to make them feel penalized. A referral process to address attendance issues will commence with educators directly interacting with students, and will then be navigated through Outreach Consultants. Outreach Consultants will set up follow up communication

and begin the process for Attendance Student Success Teams. Our approach is to support families with reengagement by seeking to address needs and place supports to address those needs by assessing a family's situation, attempting to identify barriers and address them with internal services or collaborative Community Based Organization partnerships.(based on stakeholder input from parents, principals, and district administrators).

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 San Ysidro School District is developing professional development opportunities to support our distance learning program. The focus is to support staff as they onboard new skills to teach virtually. These skills include the navigation of Google Suite for Education products that will support teaching and learning, as well as professional development around specific curriculum and educational technology programs to support the seamless use of these programs regardless of the location or format of instructional delivery.

We launched this year with 2 days of professional development focused on a variety of topics to support instruction through Google Classroom and Google Meet for all teachers. Due to the variation in teacher needs and levels of competency with Google Suite for Education, we offered 15 sessions per day that were topic and level specific. This allowed teachers to participate in 6 different sessions specific to their needs over a two day period. (based on stakeholder input from teachers, principals, and district administrators).

General and Special Education Paraprofessionals were trained on how to navigate Google Suite products with a focus on Google Classroom and Google Meets, so that they can provide support to students in small group intervention. This professional development was delivered in two parts, the first focused on Google products and the second focused on their specific role with student intervention and support.

We have a site technology coordinator assigned at each school to support teachers with technology issues and questions. Additionally, there are 3 resource teachers who are supporting Google Suite products, digital curriculum, and educational technology programs for the district. Our technology department has a dedicated support line for staff and designated Google support personnel to help troubleshoot issues directly related to the Google Suite platform. (based on stakeholder input from teachers, principals, and district administrators).

We are planning ongoing professional development to support teachers in the areas of educational technology, distance learning platforms and applications, digital curriculum integration, english language development, and social emotional wellbeing.

Staff Roles and Responsibilities

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

Members of the maintenance, custodial, and grounds staff sanitation team are trained and required to clean and sanitize schools or other District facilities using specific chemicals such as: PurTab, Clorox 360 System, etc. following a reported exposure to COVID-19.

Classified employees support events involving the general public such as: meal service to the public, Chromebook and/or other supplies/materials distribution, special events such as promotion ceremonies.

Secretaries, Clerks, Health Clerks and Outreach Consultants have direct interaction with parents by appointment for the purpose of registration throughout the month of August 2020.

The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature of the current conditions, CSEA and the District will come to a written agreement, as needed, that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description.

Examples of additional duties that may be required include:

Instructional Aide, Campus Aide, Instructional Health Care Assistants, Outreach Consultant, Campus Security, and Instructional Media Resource Aide positions being asked to help wipe down and disinfect items within the classroom and meal area on a regular basis in order to maintain cleanliness standards.

Administrative Secretary, Administrative Clerk, Outreach Consultants, Campus Security, Campus Aides, Instructional Aides, Instructional Health Care Assistants, and Instructional Media Resource Aides positions being asked to perform temperature checks on staff or visitors.

Currently, school security personnel and health clerks administer temperature checks and health symptoms screenings to all staff and all visitors.

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.]

During distance learning the school district recognizes that there is a need to provide additional support to promote success and access to the instructional programs for all learners. Promised Neighborhood has maintained their services focused on those considered 'high risk'. Services were readily offered to all families that were previously engaged in the services rendered and new potential clients. Social, emotional and behavioral services are offered virtually. Referrals can be made via phone/email to contracted agencies. Social Emotional Learning is being incorporated daily through a tier I curriculum for all students to support our PBIS program and the mental health and wellbeing of our students. This instruction is being paired with a plan for a multi-tiered system of support that we are working to put into place to support students at a variety of levels of need. The district is committed to focusing on professional development for staff to support the needs of our staff as they support the needs of pupils with unique needs.

English Learners continue to receive English Language Development support through Imagine Learning Digital content, designated leveled small group instruction through synchronous learning opportunities with their teacher and integrated English Language Development to support core content access through scaffolded language supports throughout the synchronous and asynchronous instructional offerings. Bilingual Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support for students acquiring English.

Foster Youth are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support.

Students experiencing homelessness are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support.

Students with exceptional needs were advised of the program that was in place to support their children and provided with contact information in order to attain additional support. The department monitored students and families who were not engaged and took action to find and support those students and families. The Special Education Department continued to provide services to the extent practicable to students based on their IEPs through direct services, academic supports, and Google classroom instruction. Students have a range of options for receiving services, which allows us to accommodate based on student and family needs. Students receive support and scaffolding during synchronous instruction and additional small group and/or individual support during asynchronous instructional times. This focus of support for both instructional models allows each student to receive additional support in their areas of need, which allows them to work on their individual goals. For parents that opt to receive support via paper/pencil, the IEP team follows up with parent consultation sessions via phone and/or written communication.

In addition to the academic support, students also have access to their DIS services via Teletherapy or Telehealth by the Speech and Language Therapists, School Psychologists, School Social Worker, Occupational Therapist, Physical Therapist, and Adapted Physical Education Specialist. Students also have access to SELPA service providers that include VI teacher, DHH teacher, Audiologist, and Mobility Specialist.

The District has recently adopted the EQUALS Math curriculum (online options) for our students who have Moderate to Severe Disabilities. This curriculum allows the teacher to adapt the virtual lessons based on the student needs. The curriculum also includes new guidance for parent participation in English and Spanish. The curriculum also includes the option to include specialized devices (i.e. big-macs) to allow students with mobility and/or cognitive challenges to navigate a site without a problem.

The District is currently assembling a committee to review a supplementary reading curriculum for all students who have special education services. It is in the beginning stages; however, the curriculum seems promising to address the needs of our student population.

The Special Education Department will be hosting virtual Professional Development for parents, teachers, and paraprofessionals. The topics will range from Understanding Distance Learning, Mental Health, Virtual Reinforcement, and many other topics that address the need of the

community. The department will also be adopting a virtual platform for psycho-educational assessments to continue evaluating students who have a suspected disability.

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

Description	Total Funds	Contributing
Purchase of chromebooks to ensure student access and connectivity to distance learning programs.	\$580,000 (grant funds) \$800,000 (CRF) \$720,000 (CRF)	Y
Programs and services to meet the needs of our special education students.	\$600,000 (CRF)	Y
Professional Development- teacher 2 PD days, Tech stipends	\$310,000 (CRF)	Y

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 San Ysidro School District is focused on mitigating learning loss and accelerating learning through a focused approach to teaching and learning during this very fluid time. A key piece of our instructional model involves a systematic approach to assess and measure pupil learning status. To that end, we use a variety of assessments to monitor student progress.

Teachers use STAR diagnostic assessments to determine student levels in mathematics and reading throughout the school year. This information serves to establish leveled groups for instruction, as well as monitor student growth in relation to grade level expectations. These assessments are a starting point to identify student levels and monitor student progress.

Additionally, we have a local assessment system that assesses pupil progress on focus standards at stop points throughout the year. These assessments will be given 3 times per year for ELA and Math and 2 times per year in Writing. These assessments are used to guide instruction, as the data gathered from the assessments serves to identify students who may be experiencing learning loss and require additional support. These assessments are followed by data conversations that are intended to focus on best instructional practice and planning for the implementation of those practices into the instructional cycle. These assessments along with data taken from state assessment and Imagine Learning placement and progress inform instructional pivots for ELD to support integrated and designated ELD instruction.

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.]

We have developed an instructional system based on grade level standards instruction for ELA and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to the assessment and data analysis that focuses on guiding instructional practice and planning, we have an instructional model which incorporates a gradual release model of direct instruction, as well as time embedded in the daily schedule to implement small group leveled instruction and additional supports provided by the teacher and paraprofessionals to meet the needs of all students.

This allows all students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom interventions and scaffolding to ensure access to grade level standards, while embedding focused instructional time to address the specific needs of students with additional support. This system allows teachers to address the needs of English learners, low income, foster youth, pupils experiencing homelessness, and students with exceptional needs in a small groups setting as part of their daily routine. Additionally, there is time set aside in the schedule for 1:1 support during asynchronous time; this support can be delivered by the teacher, a paraprofessional, extended day tutoring staff or by resource specialists. Our goal with these additional supports is that they be in addition to the core instructional model and are timed to occur during asynchronous time; which helps to systematically ensure that students with specialized needs get quality first instruction and differentiated small group instruction from their teacher followed by an added layer of support when it is necessary to ensure access to the core instructional program.

We continue to address specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups, and integrated ELD with embedded language development strategies and supports embedded in all content areas. This is specific to our English learners, however, we are also aware that students who are not English learners benefit from quality academic language instruction which is why we embed that into core instruction as well.

This instructional design has been transitioned to distance learning through a schedule design which includes these components of direct instruction and leveled support.

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.]

In order to measure the effectiveness of services and supports, we will be monitoring student data collected through our assessment system, as well as through reports taken from our Educational Technology products (Achieve, STAR, and Imagine Learning) to monitor and growth and progress of students throughout the school year.

We have scheduled periodic data reflection meetings to review progress of students and discuss next steps throughout the year. These meetings are navigated by a data analysis protocol that focuses on data as a guide to improved instructional practice and student outcomes. The data review helps staff engage in conversation about measurable outcomes based on changes in instructional practices and supports, to

determine the best course of action in collaboration with school administrators to continue to positively impact learning outcomes for all students.

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

Description	Total Funds	Contributing
Intervention	\$100,000 (CRF)	Y
Title I Instructional Aides	\$377,000 (Title I)	Y
Professional Development for Evidence Based Instructional Best Practices and Supports	\$160,000 (Title II)??	Y

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 LEA created three different Tiers to address the Mental Health and the Social Emotional wellbeing of students. In order to monitor the progress of students identified for additional intervention, the case manager would develop a goal in the area of need that has been identified by the school team. To determine the progress of the mental health interventions, the case managers will review each case every 6 weeks to determine the efficacy of the intervention. At the 6-week mark, the case manager would either continue working on the same treatment plan and/or amend the current plan or consider a higher level of support. The higher level of support can range from making a referral to an outside agency or, if there are any educational concerns, a referral for a special education evaluation which could lead to an Educationally Related Mental Health assessment. This plan for monitoring and support is being implemented through a systematic multi-tiered system described in more detail below and will include the support of counselors assigned to school sites to support the mental health and social and emotional wellbeing of students.

Tier 1 are the services that are provided to all students (Universal). All students, with general or special education support, will have access to Positive Behavior Intervention Supports via Distance Learning. The District adopted the Second Step curriculum to teach Social Emotional Learning for all students. For students who are currently working on a vocational curriculum, we will be using Zones of Regulation as their Social Emotional Learning Curriculum. District has previously trained staff in Trauma Informed and Restorative Practices; staff was provided with a refresher at the start of the 20-21 school year. We will continue to provide continued professional learning and support to staff as we implement these practices with all of our students.

Tier 2 interventions include virtual Student Success Team Meetings to determine the Social Emotional needs of the student. The team can make a counseling referral to the outside agency; however, the school psychologist would form part of the referral process. The student can also be teamed up with a staff member that could provide mentoring throughout the school day. Students could also be referred to a site Social Emotional Group that could be run by a school psychologist or counselor. For students who have special education support, the IEP

team could make the recommendation to draft a goal in the area of need (i.e., coping skills, attention, etc) and support by providing DIS counseling services by the school psychologist and/or counselor.

Tier 3 are identified as intensive intervention and evaluation. Students at this level might require a Educationally Related Mental Health evaluation in order to determine what might be interfering with a student’s learning. The evaluation can be completed by the school psychologist or the school social worker. If the student is identified as requiring additional support, a goal is drafted and proposed at the IEP meeting. Based on the need of the student, the IEP team makes recommendations for ERMHS counseling by the school social worker. If a student’s behavior is negatively impacting their own learning or that of others, the team will conduct a Functional Behavior Assessment which could lead to a Behavior Intervention Plan (BIP) or a behavioral goal. A Special Circumstance Independence Assessment (SCIA) might also be conducted if the student requires additional support to be successful in the educational setting. SCIA supports can range from the student receiving additional low level prompting (i.e. visuals, gestures) to high level prompting (i.e. partial physical and/or full physical). If at any point a student in crisis physical intervention, a trained staff member in Crisis Prevention Intervention will provide the support.

STAFF SUPPORT

The District has established wellness sessions through VEBA for all staff to participate. The school year began with a Welcome Back Event where all SYSD staff participated in wellness activities. Weekly activities such as breathing and yoga sessions are accessible to anyone interested. Human Resources has added a course addressing managing stress and anxiety to our portal for staff to access on a voluntary basis.

The course on Managing Stress and Anxiety will enable staff to:

- Define stress and anxiety
- Identify the common signs and symptoms
- Explain how to reduce stress for yourself and others

We are committed to supporting staff with mental health and wellbeing, as such we have identified resources for staff through VEBA, SDCOE

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.]

In the instance of Distance Learning, if a student does not log in, does not make contact with their teacher, or does not communicate with the school, they will be marked ‘unexcused’. An absence will trigger the outreach consultant to contact the family and begin the process of building a support system through a variety of resources when it is deemed necessary through our multi-tiered system of support. Family engagement will be a constant and on-going. All communication will be conducted in a caring, trauma informed approach. Our goal is to

engage students, not to make them feel penalized. A referral process to address attendance issues will commence with educators directly interacting with students, and will then be navigated through Outreach Consultants. Outreach Consultants will set up follow up communication and begin the process for Attendance Student Success Teams. Our approach is to support families with reengagement by seeking to address needs and place supports to address those needs by assessing a family's situation, attempting to identify barriers and address them with internal services or collaborative Community Based Organization partnerships. All communication with our families is available in both English and Spanish in order to make sure that we provide access to our families who need this support, additionally upon request we are able to provide support in additional languages.(based on stakeholder feed

Tier I:

Each unexcused absence will be followed up by an automated call programmed by our system. If there has been no communication from the family, a school staff member (Outreach Consultant) will contact the guardians of the student. A daily list of attendance will be generated by Outreach Consultants to reference physical attendance. If a teacher has any concerns regarding the four areas of attendance, they will be asked to submit a Student Attendance Concern Referral form, which will aid the outreach consultant with supporting the families and students needs.

Tier II:

If a student is chronically absent or has been absent for 3 consecutive days, our outreach consultants will initiate a formal Attendance Student Success Team meeting. This will include evaluating the concerns over attendance, but also identifying any additional needs that the family may have including but not limited to basic needs and the need for academic support that may be exacerbating the disengagement that is happening. The focus of the team will be to support the family and student so that we can re engage the student in school. This may include home visits (if allowed) and referrals to services to support the identified needs of the student and family.

Tier III:

If the supports that were implemented in Tier II were unsuccessful and we would continue to monitor the situation, incorporating daily contact attempts. Continue to consult with internal supports that may be applicable (ie. McKinney Vento, Special Education). As such, if applicable we would initiate the Child Find process for students and include community based outreach and supports for child welfare would begin. Once we begin these processes, we would want to ensure child safety and welfare, then begin the work of supporting families with needed resources and supports for re engagement covering the areas of attendance, engagement, basic needs, and academic support.

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.]

While on 100% distance learning, the school nutrition department will continue curbside weekly curbside distribution. Our parents can pick-up student meals each Wednesday from one of our three designated sites from 11:30-1:00 pm. Each meal kit meal will contain five breakfast meals and five lunch meals. Parents must submit a form with the name of children(s), student ID, and the school site assignment.

Once we switch to blended learning, we will have to run 2 meal service programs.

1. Some families will opt to remain in the distance learning model and they will continue to attain their meals through the weekly curbside distribution model noted above.

2. Students in blended learning will have breakfast and lunch in the classroom while on campus and then take their meals home for the day/days they are off campus through a grab and go model at their dismissal time. Dismissal will be staggered in order to maintain safety protocols at the pick up point.

Both models will follow the nutritional guidelines set by CDE.

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

Description	Total Funds	Contributing
Mental Health and Social and Emotional Well Being	\$100,000 (CRF) \$150,000 (GEER)	Y
Expanded Learning Program	\$600,000 (ASES) \$800,000 (CRF)	Y
Outreach Consultants	\$540,000 (CRF)	Y
The child nutrition department will continue to provide breakfast and lunch meals to all students.	\$200,000 (CRF)	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
32.34%	\$3,269,715 (CRF)

Required Descriptions

[For the actions 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 needs of these students.]

Additional services were added, principally directed to unduplicated students, to ensure that these students (low income, foster youth/homeless, and English learners-including long-term English learners) are being successful at all school sites. We believe providing these services LEA-wide is the most effective use of funds to meet the district's goals for unduplicated pupils (low income, foster youth, and English Learners) in the state priority areas. Research shows that students who are low income, English Learners or foster youth benefit greatly from social emotional supports. To this end we have developed and begun the implementation of a system of tiered supports for mental health and wellbeing. This plan includes tier I instruction, as well as a plan to monitor and support students who need additional support through the addition of counselors and expanding the role of Outreach Consultants in the area of student and family engagement to support the whole child when creating a plan to support reengagement. Outreach Consultants, Coordinator of Full Service Community Schools and ASES, and our Family Manager will continue to collaborate to improve services and to guide the most at risk students that need intensive interventions such as low income, English Learners and foster youth/homeless.

Our teaching and learning is focused on meeting and exceeding the California Common Core State Standards for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling while creating a solid classroom experience for students learning at grade level. The district focuses on data analysis and instructional design to support and increase student achievement. This design provides for tier I and tier II level support in the classroom, provides a foundation for unduplicated students, and ensures that additional supports lead to increased instructional services by ensuring that students do not miss any of their primary instruction during scheduled intervention time. Of note, the district's instructional design which this year is part of both phases of instruction allows for continuity of learning and outlines a specific set of Tier II interventions for ELA, ELD, and Math through the use of small group instruction to meet the needs of students and increase and improve services for unduplicated and high needs students (low income, foster youth/homeless, and English learners-including long-term English learners). These small group instructional support to students through Title I Instructional Aides during asynchronous time allows students to receive extra instructional support specific to the content that they are learning without losing any direct instructional time with their teacher.

Our focus on curriculum alignment and instructional design includes providing enrichment (Science/Physical Education teams) to students so that teachers have time to disaggregate data and identify students in need of intervention, who tend to be unduplicated students. Students benefit from the focus on physical education as a mental and physical health support as well as the enrichment gained from focused STEM instruction. Teachers benefit from having time to identify student needs and plan for instructional intervention practices to be implemented to improve outcomes for students and mitigate learning loss.

The district is focused on providing professional development for evidence based best practices and providing support for instructional staff as these practices are implemented. We are planning ongoing professional development to support teachers in the areas of educational technology, distance learning platforms and applications, digital curriculum integration, english language development, and social emotional

wellbeing. This professional development will be ongoing, as will the support provided for teachers who need additional coaching and support to navigate the digital platform and digital curriculum.

The district will continue to employ resource teachers whose role will continue to include modeling and supporting differentiation strategies for unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners) and coaching teachers in this area as needed. Resource teachers will provide and support professional learning throughout the year to hone on specific strategies to improve unduplicated students' academic achievement. Additionally, they will continue their work with curriculum alignment through the revision and alignment of a formative assessment system which drives our instructional cycle.

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

Unduplicated students are provided with increased services through a virtual tutoring and support program that focuses on additional instructional time to build on classroom instruction that is designed to embed tier I and tier II interventions. Instructional aides and tutoring are designed to further scaffold instruction for students. We have also focused the work of our Outreach Consultants on supporting students and families with engagement through support and needs focused services. The focus is to build support for students in order to facilitate engagement and provide support and solution for issues that may be impeding engagement and student success.

As noted in this justification, the San Ysidro School District is allocating a significant amount of the funds to building the capacity of the staff to work with unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners). What we hope to achieve is to have all of our unduplicated students---in schools with large concentrations of low income, foster youth/homeless, and English Learners and schools with small numbers---be successful and for their parents feel connected to our schools. We believe services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively. Expenditures defined in this document continue to provide the most effective use of funds to meet the needs of unduplicated pupils in the state priority areas. There will be an evaluation of student achievement data, parent surveys, and staff surveys to determine the effectiveness of these strategies/expenditures at the end of the year. At that time, strategies and budgets will be aligned/modified/supplemented to ensure maximum support in meeting the needs of unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners).

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: REVISED 2020-2021 STUDENT CALENDAR

BACKGROUND INFORMATION:

In order to establish the 2020-2021 school year and to make necessary instructional plans, the San Ysidro School District recommends the adoption of the revised Student Calendar for the 2020-2021 school year. The revised Student Calendar identifies Middle School semester dates.

RECOMMENDATION:

Approve the revised 2020-2021 Student Calendar.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above	See Table	
(Amount)	(Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2020

SAN YSIDRO SCHOOL DISTRICT STUDENT CALENDAR

2021

Month	M	T	W	TH	F	Student Days	Holidays
July 2020			1	2	3		7/3 - In lieu of Independence Day - Legal Holiday
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31	0	
August 2020	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		8/17 - First Day for Students
	24	25	26	27	28		
	31					11	
September 2020		1	2	3	4		
	7	8	9	10	11		9/7 - Labor Day - Legal Holiday
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30			21	
October 2020				1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	22	
November 2020	2	3	4	5	6		11/6 - End of first trimester (59 days) - Elementary Schools
	9	10	11	12	13		11/11 - Veteran's Day - Legal Holiday
	16	17	18	19	20		11/16 - 11/20 - Parent Conferences
	23	24	25	26	27		11/23 - 11/25 Non Instructional days
	30					15	11/26 & 11/27 - Thanksgiving & Local Holidays
December 2020		1	2	3	4		
	7	8	9	10	11		12/18 - End of first semester (83 days) - Middle Schools
	14	15	16	17	18		12/21 - 1/6 Winter Break
	21	22	23	24	25		12/24 - 12/25 Declared and Legal Holidays
	28	29	30	31		14	12/31 - Declared Holiday
January 2021					1		1/1 - New Year's Day - Legal Holiday
	4	5	6	7	8		1/7 - Students Return
	11	12	13	14	15		
	18	19	20	21	22		1/18 - Martin Luther King Jr. - Legal Holiday
	25	26	27	28	29	16	
February 2021	1	2	3	4	5		
	8	9	10	11	12		2/12 - Lincoln Day - Legal Holiday
	15	16	17	18	19		2/15 - Washington Day - Legal Holiday
	22	23	24	25	26	18	
March 2021	1	2	3	4	5		3/5 - End of second trimester (63 days) - Elementary Schools
	8	9	10	11	12		
	15	16	17	18	19		3/15 - 3/19 - Parent Conferences
	22	23	24	25	26		3/22 - 4/2 Spring Break
	29	30	31			15	3/29 - In lieu of Cesar Chavez - Observed Holiday
April 2021				1	2		
	5	6	7	8	9		4/5 - Students Return
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	20	
May 2021	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31					20	5/31 - Memorial Day - Legal Holiday
June 2021		1	2	3	4		6/10 - End of third trimester (58 days) - Elementary Schools
	7	8	9	10	11		6/10 - End of second semester (97 days) - Middle Schools
	14	15	16	17	18		6/10 - Last Day for Students
	21	22	23	24	25		
	28	29	30			8	
						180	

◇ First/Last Day for Students ○ Minimum Days □ Legal/Local Holidays
┆ ┆ ┆
┆ ┆ ┆ End of Trimester

School Closed

Board Approved:

"Subject to modification if required by Collective Bargaining"

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: REVISED ORGANIZATIONAL CHART

BACKGROUND INFORMATION:

According to Board Policy 4301, the District shall maintain a current District organization chart which designates lines of primary responsibility and the relationships among all District positions.

RECOMMENDATION:

Approve the revised Organizational Chart.

LCAP GOAL AND ACTION/SERVICE (please indicate):

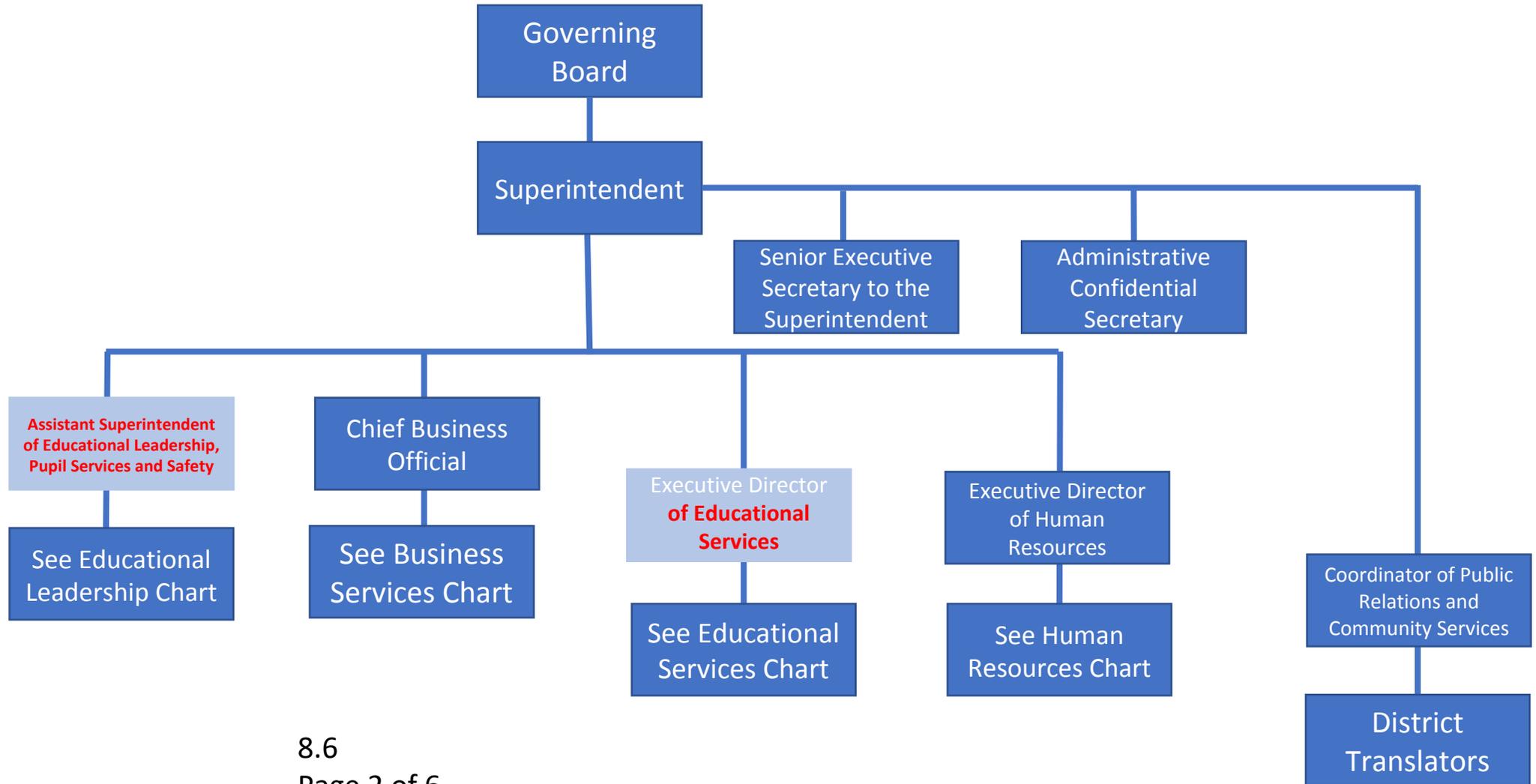
Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

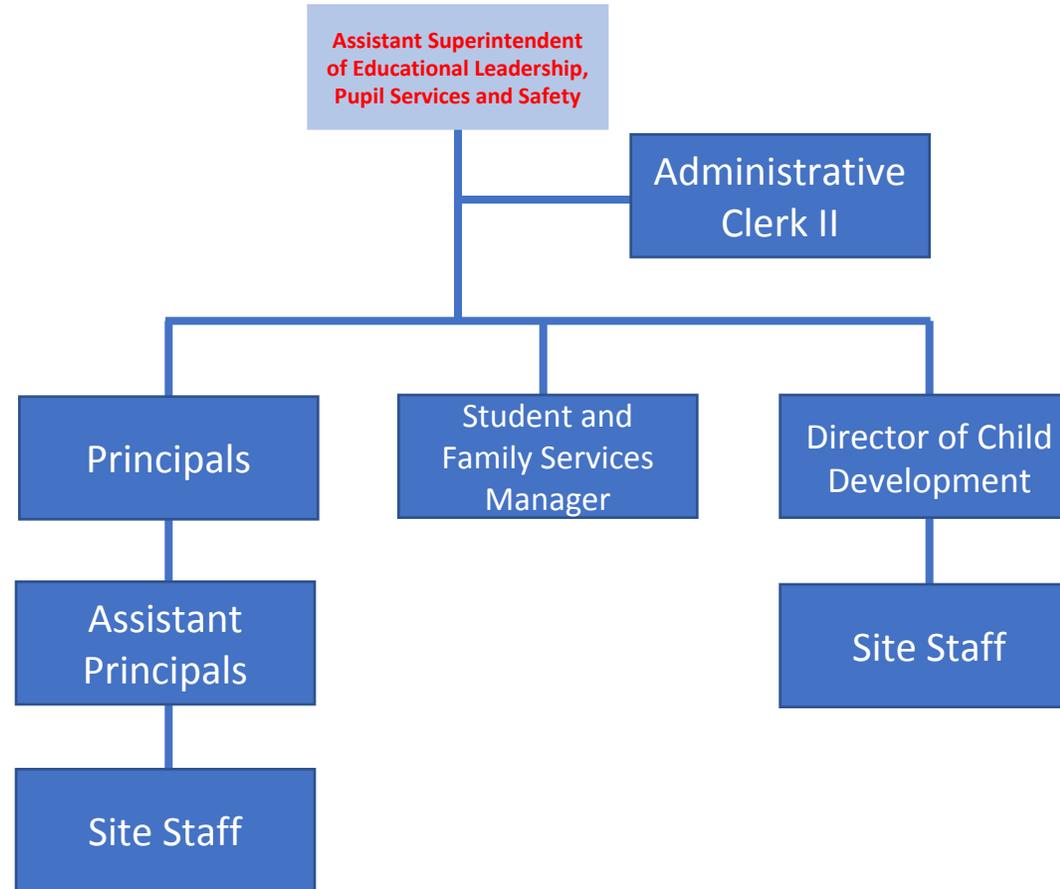


2020/2021 Proposed San Ysidro School District
Organization Chart
Governing Board and Superintendent



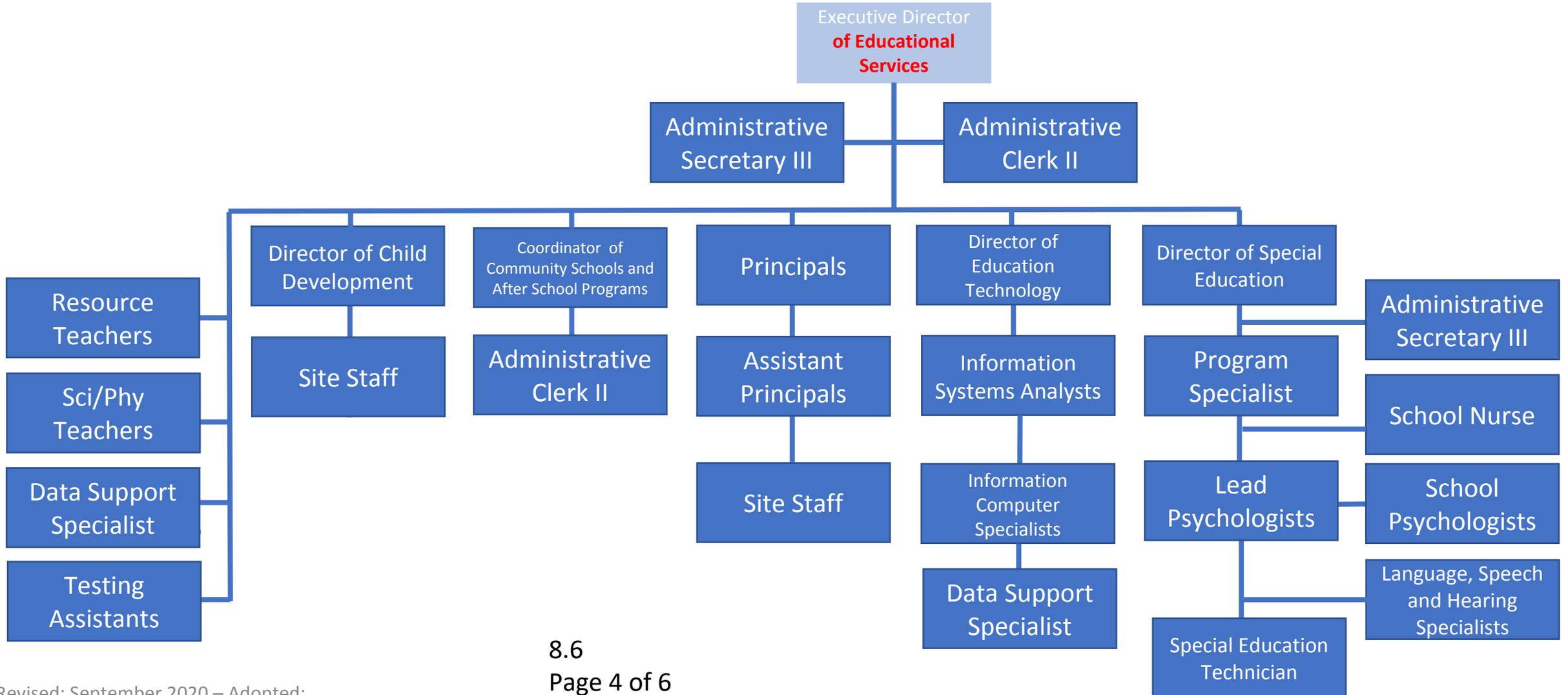


2020/2021 Proposed San Ysidro School District
Organization Chart
Educational Leadership, Pupil Services, and Safety



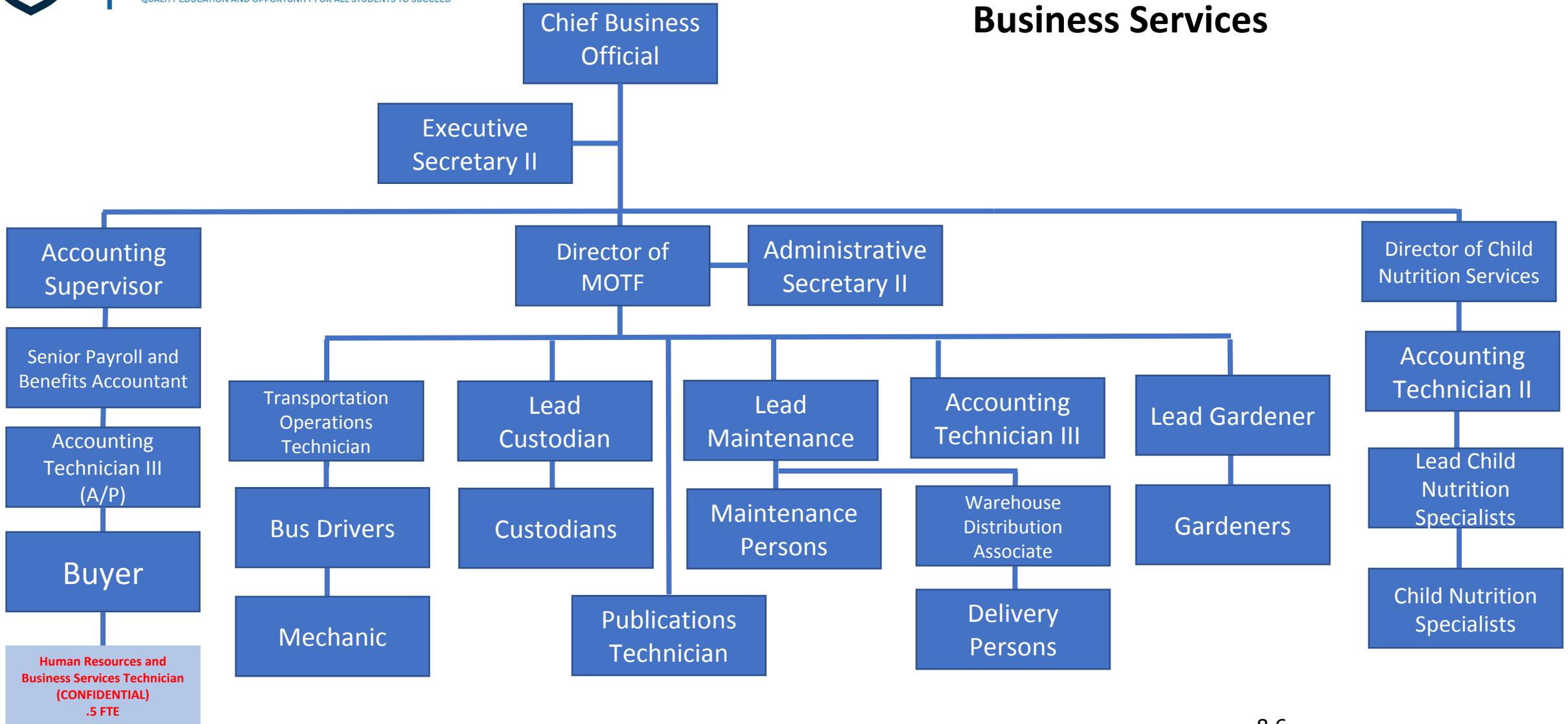


2020/2021 Proposed San Ysidro School District
 Organization Chart
Educational Services





2020/2021 Proposed San Ysidro School District Organization Chart Business Services





**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: RESIGNATION OF CONFIDENTIAL STAFF

BACKGROUND INFORMATION:

Administration recommends approval/ratification of the resignation for the following Confidential staff:

Name	Position	Location	Effective Date
Foster, Courtney	Personnel Technician	Human Resources	09/02/2020

RECOMMENDATION:

Approve/ratify the resignation of the Confidential staff listed above.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: RETIREMENT OF MANAGEMENT STAFF

BACKGROUND INFORMATION:

Administration recommends approval of the retirement for the following Management staff:

Name	Position	Location	Effective Date
Colom, Manuela	Executive Director of Curriculum, Instruction and Innovation	Educational Services	09/30/2020

RECOMMENDATION:

Approve the retirement of the Management staff listed above.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Manuela Colom-Ramirez
994 Rosal Ct. Chula Vista, CA 91910
(619) 370-9619
mcolom@att.net

August 17, 2020

Gina Potter Ed.D.
4350 Otay Mesa Rd. San Ysidro, CA 92173
(619) 428-4476 Ext. 3021
gina.potter@sysdschools.org

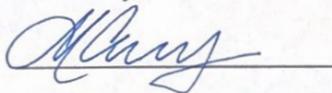
Dear Dr. Potter,

This letter represents my official notice of retirement from my position of Executive Director of Curriculum, Instruction, and Innovation with the San Ysidro School District to be made final on the 30th day of September 2020.

My tenure in the San Ysidro School District has been a beautiful and fulfilling journey, but sadly, my health has forced me to accelerate my retirement date. I will forever be grateful to the San Ysidro School District family and the community for their love and support throughout the last 34 years.

Please let me know how I can assist to train the person that will take over my position.

Sincerely,



Manuela Colom-Ramirez



**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: JOB DESCRIPTION FOR EXECUTIVE DIRECTOR OF HUMAN RESOURCES

BACKGROUND INFORMATION:

Administration recommends approval of the revised job description for Executive Director of Human Resources.

RECOMMENDATION:

Approve the revised job description for Executive Director of Human Resources.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SAN YSIDRO SCHOOL DISTRICT

TITLE: EXECUTIVE DIRECTOR OF HUMAN RESOURCES

REPORTS TO: Superintendent

DEPARTMENT: Human Resources

CLASSIFICATION: Management

FLSA: Exempt

SALARY: Management Schedule

Revised:

Board Approved:

BASIC FUNCTION: Under the leadership of the Superintendent, the Executive Director of Human Resources is responsible for the planning, development, implementation, and maintenance of a comprehensive personnel program for the regular and substitute classified and certificated personnel of the school district. The Executive Director of Human Resources also oversees the District's Workers' Compensation program.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below.)

RECRUITMENT AND SELECTION OF PERSONNEL

- Responsible for the recruitment and selection of all applicants and subsequent candidates for classified and certificated positions in accordance with district policies and regulations.
- Responsible for the arrangement of substitutes for all personnel.
- Responsible for the compilation, reproduction, and distribution of all materials used in the pre and post-employment procedures.
- Responsible for the selection of personnel to serve on the district's screening and interviewing teams.
- Responsible for the notification of all successful and unsuccessful applicants and candidates.
- Responsible for an accurate assessment of the successful candidate's records to determine salary schedule placement, appropriate credentialing, and the completion of all records.
- Responsible for forwarding the appropriate payroll information to the Business Department.

RECORD KEEPING

- Responsible for establishing and maintaining a complete permanent personnel file for all classified and certificated personnel.
- Responsible for ensuring compliance with all the legal requirements.
- Responsible for ensuring that all legal requirements relative to the entry and removal of personnel file documents are enforced.
- Responsible for the review and retention of all personnel evaluations.
- Responsible for the review and subsequent action relative to the procedural aspects and formalities of personnel matters involving retention, promotion, demotion, dismissal, and others as may be required by the particular situation.

POLICIES

- Responsible for drafting personnel and other policies and revisions and preparing them for Governing Board adoption.
- Responsible for providing advice and consultation to all administrators, department heads, and others on the consistent interpretation and application of all policies.
- Responsible for ensuring that all policies and regulations are in compliance with the Education Code, Title V, and all other related laws.

COLLECTIVE BARGAINING

- Assists in representing the Governing Board in the collective bargaining process.
- Assists in the management and interpretation of the District's collective bargaining agreements.
- Maintains records of all proposals, counter proposals and employee contracts resulting from the negotiation process.

ADJUNCT DUTIES

- Serves as a resource person to all employees in matters of credentialing, employee status and rights, processing grievances, policy interpretation, and procedures.
- Plans and directs research related to personnel administration and other aspects of school administration, as directed.
- Assists in the formulation of recommendations to the Superintendent on the appropriate titles, job descriptions, and salary schedules placement for all positions.
- Performs or assists in the appropriate research relative to all aspects of classified and certificated personnel, i.e. procedures, policies, salary schedules, law, legislation, absenteeism, etc.
- Responsible for the performance of the staff involved in personnel matters whether assigned to the personnel office, or operation in a voluntary capacity
- Assists the Superintendent in the improvement of staff relations within the restraints of the law, policy, regulations, procedures, and other such governing regulations.
- Responsible for informing all employees of job opportunities within the district and outside the district.
- Assists in the planning of in-service meetings for administrators.
- Responsible for the writing, printing, and distribution of handbooks and other printed materials as related to personnel matters.
- Assists personnel in written communication, including, letters of recommendation and other documents relative to employment, etc.
- Responsible for participating in the various administrative and management meetings.
- Responsible for attending County Personnel and other such meetings as may be related to administration and personnel.
- Responsible for all governmental programs relating to employment as directed by the Superintendent.
- Works cooperatively with administrators, department heads, and others in all personnel matters.
- Responsible for the review of all evaluations, evaluation/observation materials, and for apprising the Superintendent of any outstanding evaluations, exemplary or otherwise.
- Responsible for representing the District in its personnel relationships with all individuals, organizations, and governmental agencies.
- Attends board meetings and prepares such reports for the board as the Superintendent may request.
- Responsible for the performance of other needed services as needed, or as directed by the Superintendent.
- Prepares for and participates in Superintendent's Cabinet, Management Team, and Governing Board meetings.
- Consults and works collaboratively with the Executive Director of Curriculum, Instruction, and Innovation and Chief Business Official in areas of mutual concern including enrollment and staffing.
- Assists the Superintendent in providing support and direction for site administrators in the organization, supervision and administration of the schools.
- Performs other duties as assigned by the Superintendent.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

- Master's Degree in related field (Education, Business, Human Resources)
- Job related experience within specialized field with increasing levels of responsibility is required.
-

DESIRABLE QUALIFICATIONS:

- Doctorate Degree in an appropriate field
- Administrative Services Credential
- Spanish preferred (not required)

WORKING CONDITIONS

Indoor and outdoor school setting which can include office and outdoor interactions.

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information and read body language and expressions; seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: REVISED JOB DESCRIPTION FOR EXECUTIVE DIRECTOR OF EDUCATIONAL SERVICES

BACKGROUND INFORMATION:

Administration recommends approval of the revised job description for Executive Director of Curriculum, Instruction, and Innovation to the Executive Director of Educational Services.

RECOMMENDATION:

Approve the revised job description for Executive Director of Curriculum, Instruction, and Innovation to the Executive Director of Educational Services.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SAN YSIDRO SCHOOL DISTRICT

TITLE: Executive Director of Curriculum, Instruction and Innovation

REPORTS TO: Superintendent

DEPARTMENT: Ed. Services

FLSA: Exempt

Revised:

CLASSIFICATION: Certificated Management

SALARY: Management Schedule

Board Approved:

BASIC FUNCTION: Administers, with the leadership of the District Superintendent, the instructional program of the District, and executes the Governing Board's adopted policies as they pertain to the educational programs. The Executive Director of Educational Services will lead in the development, implementation and monitoring of federal, state and school data and assessments as well as develop, evaluate and monitor Special Programs.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below.)

- Coordinates the efforts of the District's educational services divisions including evaluation, to focus on the achievement of adopted district goals.
- Supervises, coordinates, and provides leadership for the Instructional/Curriculum Services Department.
- Supervises and provides leadership for the Special Education Department.
- Supervises and provides leadership for the State and Federal Projects Department
- Supervises and provides leadership for the Child Development Center/Preschool Programs.
- Supervises and provides leadership for the technology department as it relates to curriculum and instruction.
- Supervises and provides leadership for the Data, Evaluation and Assessment department
-
- Plans, directs and supervises district-wide curriculum and staff development activities.
- Provides for the development and continued improvement of instructional services as administered by the site principals.
- Plans, directs, and supervises activities of the district intersession programs.
- Develops, with the Superintendent and others concerned, general policies concerning the general education programs.
- Assists the Superintendent in the Community Relations Program as it relates to the district educational program.
- Prepares and submits to the Superintendent all recommendations relating to the Educational Services Division that requires approval and/or Governing Board action.
- Provides opportunities for staff, parents, community and students to participate in decisions relating to the instructional program.
- Prepares for and participates in Superintendent's Cabinet, Superintendent's Division meetings, Management Team, and Governing Board meetings.
- Consults and works collaboratively with the Executive Director of Human Resources and Chief Operating Officer in areas of mutual concern including enrollment and staffing.
- Assists the Superintendent in providing support and direction for site administrators in the organization, supervision and administration of the schools.
-
-
-
-
-
-

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: JOB DESCRIPTION FOR PERSONNEL TECHNICIAN

BACKGROUND INFORMATION:

Administration recommends approval of the revised job description for Personnel Technician.

RECOMMENDATION:

Approve the revised job description for Personnel Technician.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above	See Table	
(Amount)	(Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SAN YSIDRO SCHOOL DISTRICT

TITLE: Personnel Technician
DEPARTMENT: Human Resources
FLSA: Exempt
Revised:

REPORTS TO: Department Head
CLASSIFICATION: Confidential Classified
SALARY: Confidential Salary Schedule Steps 10-14

Board Approved:

BASIC FUNCTION: The Personnel Technician performs a variety of complex personnel and clerical functions; assists with the employment process, informs employees and applicants regarding human resources procedures and program requirements; maintains manual and electronic documents, files and records.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

- Assists with a wide variety of personnel policies and programs (pre-screen employment applications, assign substitute staff, etc.) for the purpose of conforming to district policies.
- Communicates with the public, prospective employees, district administrators, and other district employees to provide information and assistance concerning personnel policies and district procedures.
- Assists with the employment processes for the purpose of meeting district staffing requirements while complying with all District, State and Federal regulations and collective bargaining agreements.
- Evaluates transcripts, employment verification and other documentation to establish eligibility and final salary placement of new employees.
-
-
- Prepares offers of employment for certificated staff.
- Develops and maintains comprehensive manual and electronic personnel related records (leaves of absence, seniority list, position postings, transfers, etc.) for the purpose of documenting activities, providing written reference, and/or conveying accurate information to district management, staff and the Board of Education members in compliance with district regulations and collective bargaining agreements.
- Plans, organizes, compiles, and prepares the Human Resources components of the Governing Board Agenda.
- Assists in composing, organizing and editing employee handbooks and personnel manuals.
- Prepares staff assignment rosters and staff directory.
- Assists the Executive Director of Human Resources to prepare confidential materials for union negotiations.
- Maintains accurate and up-to-date copy of collective bargaining unit agreements.
- Interprets and advises employees regarding the content and implementation of the collective bargaining agreements including salary, benefits, leaves and employee obligations and duties.
- Maintains an accurate record of all grievances and the outcome of each grievance.
- Maintains up-to-date records of all job descriptions in an organized manner.
- Works closely with the Human Resources and Credentialing Coordinator and San Diego County Office of Education to monitor all teacher credentialing requirements and keeps

accurate up-to-date records of existing employees, the credentials they hold, and the timeline for renewal of credentials.

- Cross checks the assignment of teachers with the credentials the employees holds.
-
-
-
-
-
-
-
-
-
-

KNOWLEDGE OF:

- Basic math, including calculations using fractions, percent and/or ratios.
- Personnel practice applied within a school district environment.
- Codes, regulations & laws related to the job functions.
- Reading and writing English communication skills.

ABILITY TO:

- Use basic, job-related equipment.
- Work with others in a wide variety of circumstances.
- Analyze data utilizing defined but different processes.
- Operate equipment using standardized methods.
- Work with a diversity of individuals and/or groups.
- Work with data of varied types and/or purposes.
- Maintain confidentiality.
- Independently interpret guidelines.
- Analyze issues and create action plans.
- Establish and maintain effective working relationships.
- Work with detailed information and frequent interruptions.
- Adapt to changing priorities.

MINIMUM QUALIFICATIONS:

EDUCATION AND EXPERIENCE

-
- A combination of training, experience, and/or education equivalent to four years of recent, full-time equivalent, increasingly responsible office-clerical experience.
- Previous public school Human Resources experience preferred.
-
- BA required in a related field

WORKING CONDITIONS

Office environment; subject to constant interruptions and office activities.

PHYSICAL REQUIREMENTS:

Lifting and carrying objects up to 15 pounds, dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects; hearing

and speaking to exchange information in person and on the telephone. Seeing to read, prepare, and proofread documents; sitting for extended periods of time.

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: JOB DESCRIPTION FOR ASSISTANT SUPERINTENDENT OF
EDUCATIONAL LEADERSHIP, PUPIL SERVICES, AND SAFETY

BACKGROUND INFORMATION:

Administration recommends approval of the attached job description for Assistant Superintendent of Educational Leadership, Pupil Services, and Safety.

RECOMMENDATION:

Approve the job description for Assistant Superintendent of Educational Leadership, Pupil Services, and Safety.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SAN YSIDRO SCHOOL DISTRICT

TITLE: Assistant Superintendent of Educational Leadership, Pupil Services and Safety

REPORTS TO: Superintendent

DEPARTMENT: As Assigned

FLSA: Exempt

CREATED: September 2020

CLASSIFICATION: Management

SALARY: Management Salary Schedule

Board Approved:

BASIC FUNCTION: Under the direction of the Superintendent, the Assistant Superintendent acts for, represents, and exercises the authority of the Superintendent in directing the implementation of plans, policies, instructional programs, services and general operation. On a day to day basis, the Assistant Superintendent shall support the Superintendent in overseeing the activities of District Administration/Senior Management for the effective and efficient operation of all schools and departments. The Assistant Superintendent shall also serve as the Chief Educational Officer of the District and shall perform the duties described in the job description of Assistant Superintendent Educational Leadership, Pupil Services and Safety as well as other duties as assigned.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

- Supports the Superintendent in leading and coordinating the work of Cabinet and the management team.
- Maintain constant communication and contact with the Superintendent concerning the day-to-day operations of the District.
- Represent the Superintendent at meetings of staff and community groups, as requested.
- Plan, organize, control and direct the work of the District employees except those specific areas reserved by the Superintendent.
- Coordinates all safety programs for students and staff.
- Oversee pupil services and provide school support regarding this area as needed.
- Conduct investigations as needed.
- Support the educational services department with the preparation of federal and state program applications.
- Provide administrative coordination for the District's overall operations and related support activities; provide leadership for implementation and monitoring of services; support assessment and tracking of progress towards goal achievement and plan implementation to accomplish District objectives.
- Serve as a member of Cabinet and provide support and assistance to the other Cabinet members of the team as needed.
- Convey Cabinet team decisions and actions to employees, as appropriate.
- Advise the Superintendent on various subject matters, issues, and problems to establish priorities and to create and implement solutions.
- Represent the Superintendent as designee, when necessary.
- Provide leadership in establishing and achieving the District's educational goals.
- Assist in strategic planning efforts including the Local Control Accountability Plan. Support the Superintendent in implementation of the goals, priorities, and action steps in the Local

Control Accountability Plan and other required state and federal plans.

- Provide supervision, leadership, and coaching to, and evaluation of, site administrators in the areas of instructional leadership and in the implementation of District programs.
- Provide information to the Board, superintendent, employees and public; ensure compliance with established policies, procedures, and/or statutes and regulations; Provide leadership in a variety of administrative needs and processes.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Support school site administrators in development and revision of School Plan for Student Achievement (SPSA).
- Assists in the supervision and coordination of the granting, renewing, denying, and revocation of intra-district and inter-district transfers of pupils between schools and programs within the district.
- Ensure the integrity of Federal and State Programs at district and school sites such as programs funded out of categorical monies to ensure schools are meeting requirements.
- Assists the Superintendent in providing support and direction for site administrators in the organization, supervision and administration of the schools.
- Provides support, direction and leadership of districtwide CDC and K-8 programs.
- Oversees districtwide family and full community service programs including homeless and military family support.
- May serve as the District's chief negotiator in the collective bargaining process as determined by the Superintendent.
- Responsible for annually ensuring that all department related board policies are current and up to date.
- Performs other related duties and assignments as required.

KNOWLEDGE OF:

- State adopted curriculum for TK-8
- California Education code
- Policies and procedures related to safety
- Policies and procedures related to education

ABILITIES:

- Establish and maintain cooperative and effective working relationships with others.
- Effectively communicate with individuals of varied cultural and education backgrounds, communicate in oral and written form.
- Working collaboratively to problem solve
- Manage personnel and programs
- Provide direction to others and make independent judgments

MINIMUM QUALIFICATIONS:

EDUCATION AND EXPERIENCE

- Master's Degree in Education or related field
- Valid California Clear Administrative Credential
- 5 years of prior experience as a certificated administrator
- CA Driver's License

DESIRED QUALIFICATIONS:

- Doctorate Degree in Education or related field
- 5 years of prior experience as a school site Principal

WORKING CONDITIONS

Indoor and outdoor school setting which can include office and outdoor interactions.

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information and read body language and expressions; seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
David Farkas, Executive Director

Informational
 Action

AGENDA ITEM: JOB DESCRIPTION FOR HUMAN RESOURCES AND BUSINESS SERVICES TECHNICIAN

BACKGROUND INFORMATION:

Administration recommends approval of the attached job description for Human Resources and Business Services Technician.

RECOMMENDATION:

Approve the job description for Human Resources and Business Services Technician.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Goal #1: Student Achievement – 1.5 Staffing

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
See above (Amount)	See Table (Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial		Certification Requested <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SAN YSIDRO SCHOOL DISTRICT

TITLE: Human Resources and Business Services Technician

REPORTS TO: Chief Business Official and Executive Director of Human Resources

DEPARTMENT: Business/HR

CLASSIFICATION: Confidential

FLSA: Exempt

SALARY: Confidential Salary Schedule (Steps 12 - 16)

CREATED: September 2020

Board Approved:

BASIC FUNCTION: Under the direction of the Chief Business Official and the Executive Director of Human Resources, the Human Resources and Business Services Technician will primarily coordinate the district's workers compensation program and supports the oversight of the district's payroll functions. Provide support to Human Resources and Business Services administrative personnel and perform complex and confidential human resources and business services analytic work.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

- Monitor assigned activities and tasks to ensure adherence to related District procedures and requirements; serve as a primary liaison for program related questions and concerns
- Coordinates and monitors the district's workers' compensation program.
- Coordinates the return to work program and accommodation meetings.
- Establishes, implements and improves methods of proper reporting, investigating and paying claims and benefits.
- Develops and makes recommendations regarding all claims and makes decisions on individual claims, including determining next level of care or determining if an employee is physically able to return to prior position.
- Oversees the District's leave program including FMLA.
- Maintains the certificated and classified reemployment lists and requirements for return to work.
- Establishes workers compensation and other leave procedures in accordance with district board policies.
- Serves as a resource person to all employees in matters of leave policy interpretation and procedures.
- Regularly monitors and clears payroll suspense.
- Assists in high-level payroll and accounting functions of the business department.
- Processes all department budget table updates.
- Works cooperatively with administrators, department heads, and others.
- Participate in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information
- Process documents and materials for the purpose of disseminating information in compliance with administrative guidelines and/or state and federal program requirements.
- Updates forms as needed, proofreads, and edits documents, and maintains security on confidential data
- Coordinate the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities
- Examines documents, records, forms, and computer printouts for accuracy, completeness and conformance to applicable rules and regulations.
- Performs other related duties and assignments as required.

KNOWLEDGE OF:

- Workers' compensation program and policies
- Workers' compensation and FMLA laws
- California Education code related to leaves
- District policies and regulations related to leaves and payroll
- PeopleSoft HCM and Finance
- Codes, regulations & laws related to the job functions.

ABILITIES:

- Establish and maintain cooperative and effective working relationships with others.
- Effectively communicate with individuals of varied cultural and education backgrounds, communicate in oral and written form.
- Meet hard deadlines
- Work independently with little direction

MINIMUM QUALIFICATIONS:**EDUCATION AND EXPERIENCE**

- Bachelor's Degree in Accounting or related field
- 3 years of prior job related experience in payroll, accounting and/or workers compensation
- Previous public school Human Resources and Business Services experience preferred.

WORKING CONDITIONS

Indoor and outdoor school setting which can include office and outdoor interactions.

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information and read body language and expressions; seeing to perform assigned duties, sitting or standing for extended periods of time; dexterity of hands and fingers to operate office equipment. Ability to retrieve stored files; lifting light objects.

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services Informational
Manuela Colom, Executive Director Action

AGENDA ITEM: MEMORANDUM OF UNDERSTANDING WITH THE SAN DIEGO COUNTY OFFICE EDUCATION RELATING TO THE SDCOE BROADBAND CONNECTIVITY PROGRAM DURING THE 2020-21 SCHOOL YEAR

BACKGROUND INFORMATION:

The SDCOE Broadband Connectivity Program is an established partnership between SDCOE and Cox Communications, LLC (“Cox Communications”), Charter Communications Operating, LLC (“Spectrum”), and Verizon Wireless (“Verizon”) to provide free internet access to any and all students within a San Diego County School LEA who do not have access to reliable home internet. As part of the SDCOE Broadband Connectivity Program, Cox Communications and Spectrum will deliver to the student’s home, free of charge, all required equipment and/or accessories that may be needed to setup a reliable internet connection. Verizon will deliver to SDCOE all required equipment and/or accessories that may be needed to setup a reliable internet connection and SDCOE will deliver said equipment and accessories to the LEA.

By participating this Memorandum of Understanding (MOU) for the SDCOE Broadband Connectivity Program, many of our students will benefit, as it will facilitate their instruction via Distance Learning.

The term of this Memorandum of Understanding is for one year from the effective date and may be extended upon written mutual agreement. Services include 1,100 hotspots at the one-time fee of \$63.20 each and 1,100 accounts at \$10.00 each for a total cost of \$82,720.00.

RECOMMENDATION:

Ratify the Memorandum of Understanding with San Diego County Office of Education for the SDCOE Broadband Connectivity Program during the 2020-21 school year at the cost of \$82,720.00 from the C.A.R.E.S. fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement

Renewal New Amendment Ratify Other

Financial Implications?

Yes No

Are funds for this item available in the 2020-2021 Budget?

Yes No

Requisition #

\$82,720.00

(Amount)

C.A.R.E.S. fund

(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No

Superintendent’s Office Certification:

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS
AND
SAN YSIDRO SCHOOL DISTRICT
RELATING TO THE
SDCOE BROADBAND CONNECTIVITY PROGRAM**

This Memorandum of Understanding (“MOU”) is made by and among the San Diego County Superintendent of Schools (“SDCOE”) and SAN YSIDRO SCHOOL DISTRICT (“Local Education Agency” or “LEA”). The parties to this MOU may be referred to herein collectively as “the parties” or individually as a “party.”

A. PURPOSE AND SCOPE:

SDCOE is pleased to offer LEA subsidized internet access through our SDCOE Broadband Connectivity Program. The SDCOE Broadband Connectivity Program is an established partnership between SDCOE and Cox Communications, LLC (“Cox Communications”), Charter Communications Operating, LLC (Spectrum), and Verizon Wireless (“Verizon”) to provide free internet access to any and all students within a San Diego County School LEA who do not have access to reliable home internet. As part of the SDCOE Broadband Connectivity Program, Cox Communications and Spectrum will deliver to the student’s home, free of charge, all required equipment and/or accessories that may be needed to setup a reliable internet connection. Verizon will deliver to SDCOE all required equipment and/or accessories that may be needed to setup a reliable internet connection and SDCOE will deliver said equipment and accessories to the LEA.

This MOU outlines the terms and conditions between SDCOE and LEA for participation in the SDCOE Broadband Connectivity Program and provides guidelines for the acceptable use of internet service and related equipment and/or accessories in connection with this program.

B. AGREEMENT

SDCOE Agrees to:

1. Provide LEA with access to the SDCOE account with Cox Communications, Spectrum, and Verizon in connection with the SDCOE Broadband Connectivity Program in order to provide LEA with the ability to enroll LEA students participating in the SDCOE Broadband Connectivity Program and submit orders on the student’s behalf for equipment in connection with such program.
2. Request reimbursement on a quarterly basis, paid in advance, in the amount not to exceed the actual costs of each order submitted by the LEA through SDCOE’s account with Cox Communications, Spectrum, and/or Verizon.
3. Provide LEA with initial technical support and training at the onset of the MOU’s effective date. Technical support does not include submitting orders on behalf of or for LEA. SDCOE shall not

be responsible for any mismanagement of account activity by the LEA and may take appropriate action against the LEA upon notice or discovery of the LEA's improper use of the SDCOE account.

LEA Agrees to:

1. Obtain a signed Student/Parent Acknowledgement Form and Acceptable Use Policy from each participating student and/or their parent or guardian prior to providing a student with internet access through the SDCOE Broadband Connectivity Program in order to ensure that each student and/or parent or guardian understands the acceptable use of the service and materials in connection with this program and acts in an appropriate manner consistent with school, district, and legal guidelines.
2. Notify SDCOE within three (3) business days of any student no longer participating in the SDCOE Broadband Connectivity Program and at minimum agrees to the following:
 - a. Take all deliberate and practicable measures to obtain the loaned equipment and/or accessories from the student and/or parent or guardian and return such equipment and/or accessories to SDCOE within (5) business days.
 - b. Upon notice or anticipation of a student no longer participating in the SDCOE Broadband Connectivity Program, the LEA will make every attempt to communicate with the student and parent or guardian to inform them of their obligation to promptly return the loaned equipment and/or accessories in connection with this program.
3. Promptly communicate to both the designated school personnel and the parent or guardian that it is the joint responsibility of school personnel and the parent or guardian of the student using the loaned equipment to educate the student about the responsibilities and expectations for using this technology. Furthermore, LEA agrees to help their students and parent or guardian to follow the following security, care, and usage guidelines:
 - a. The primary purpose and use of the loaned equipment and internet access shall always be prioritized first and foremost to access educational information, promote learning activities at home, and facilitate communication between home and school. All other uses shall never be prioritized over these.
 - b. LEA-provided internet shall only be used by the student for educational purposes only. Use of LEA-provided internet by anyone other than the student is prohibited.
 - c. Students shall use technology and the Internet in a safe, responsible, and appropriate manner.
 - d. In the case of theft or vandalism, I will notify school administration as soon as possible to report it.
 - e. Any intentional act by a student and or student's family members that damages or interferes with performance of the equipment and/or accessories' hardware, software, or wireless configuration will be considered vandalism and will be subject to school discipline

and/or other appropriate action.

- f. **Use of the LEA-provided internet is not private**; students should not expect that files stored on or transmitted via the LEA's resource will be confidential.
 - g. I understand that my assigned equipment and/or accessories provided in connection with this program is subject to inspection and/or monitoring by LEA employees and other officials.
 - h. I realize that comprehensive web filtering may not be provided to all devices connecting to the internet, and LEA denies any responsibility for the accuracy of information obtained online.
 - i. Students shall not use the LEA-provided internet to conduct personal business activities, engage in religious activities for advertising, promotion, commercial purposes, or any other business enterprise or use other than for educational purposes.
 - j. I will not loan, sell, or in any other way give my assigned equipment and/or accessories provided in connection with this program to anyone, and agree to return it in good working condition (with the exception of normal wear and tear) upon either request by the LEA, enrolling in another school district, or moving out of San Diego County.
 - k. Students shall not send, access, submit, publish, or display any defamatory, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material while using the LEA-provided internet.
 - l. Cyberbullying is specifically prohibited at all times. Students shall immediately report any inappropriate use, web site, or communication to their teacher or other staff member.
 - m. I understand that I shall not purposefully disable or circumvent any technology protection measure installed on loaned equipment and/or accessories.
 - n. I understand that my privileges to use LEA-provided internet in connection with this program may be terminated, denied, suspended, or revoked at any time and/or may be subject to school discipline and/or other appropriate actions in the event of a violation of any conditions of the this acknowledgement form, applicable law, or other school or LEA related policies or guidelines.
- 4. Take sole responsibility for the adequate management of equipment and/or accessories used in connection with this program and will not make a claim against SDCOE for loss of data, inaccurate output, work delays, or lost revenue resulting from the use of the service and materials.
 - 5. Maintain a record or database of all equipment and/or accessories loaned to students in connection with this program.
 - 6. Acknowledge that partnering with SDCOE in the SDCOE Broadband Connectivity Program is a privilege, not a right, and may result in incurred costs to the LEA or loss of program

participation should the LEA be found in violation of any of terms or conditions set forth herein.

7. Recognize that the loaned equipment and/or accessories are being provided to LEA's students free of charge. However, if the equipment and/or accessories are lost, stolen, or damaged by the LEA, its officer, agent, or employees, or by the student, parent, or guardian, SDCOE may seek reimbursement up to the actual cost of the equipment and/or accessories from the LEA.
8. Indemnify and hold SDCOE, its officer, agent, or employees, harmless from any losses sustained as the result of use or misuse of the technology resources provided in connection with this program by the student, and/or the loss or damage of personal technology. Furthermore, LEA agrees that SDCOE its officer, agent, or employees, shall not be responsible for any damages suffered by the student, including those arising from non-deliveries, misdeliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the Internet or communications technologies is at the student's own risk. LEA acknowledges that SDCOE its officer, agent, or employees, specifically denies any responsibility for the accuracy or quality of information obtained through the Internet and that SDCOE its officer, agent, or employees, assumes no liability for personal technology, including computers, smart phones, network access devices, or other electronic signaling devices if such devices are damaged, lost, or stolen.
9. Reimburse SDCOE within thirty (30) days of receipt of each invoice submitted to the LEA by SDCOE. LEA agrees to pay for any and all actual costs associated with each order submitted by the LEA through SDCOE's account with Cox Communications, Spectrum, and Verizon.

C. TERM AND TERMINATION

The term of this MOU is for a period of 1 year from the effective date of this MOU and may be extended upon written mutual agreement. The MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions.

Either party may terminate this MOU upon thirty (30) days written notice with or without cause. During said 30-day period both parties shall perform all of which was agreed upon in accordance with this MOU.

D. DATA PROTECTION AND PRIVACY

All SDCOE content/data (including but not limited to: students, teachers, interns, aides, principals, and other administrative personnel) information involved in this MOU shall continue to be the property of and under the control of SDCOE.

All content/data created by SDCOE or by its students or personnel using the service provided will cease to be retained by the LEA at the conclusion of this MOU and will, in fact, be removed from the LEA's records.

LEA will not use any information in a student or personnel record for any purposes other than those required or specifically permitted by this MOU. Any other use of SDCOE student and personnel information will not be undertaken without the express, written consent of the SDCOE.

Each party will notify the other within 24 hours of a party discovering an unauthorized access or disclosure

of SDCOE or LEA data. The parties will work together to ensure compliance with FERPA regulations as applicable.

SDCOE has the right to change or modify the security and roles based upon changes to the system by SDCOE.

E. AUDIT

SDCOE agrees to maintain and preserve, until three (3) years after termination of the MOU with the LEA, and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this MOU.

F. NOTICES

Each party will appoint a person to serve as the official contact and coordinate the activities of each party in carrying out this MOU. The appointees of each party are:

SDCOE: John Cusack
Senior Director, Infrastructure and Operations
858-290-5661
broadband@sdcoe.net

LEA: Name:
Title:
Phone:
Email:

G. NO ASSIGNMENTS

Neither any part nor all of this MOU may be assigned or subcontracted, except as otherwise specifically provided herein. Any assignment or subcontracting in violation of this provision shall be void.

H. INDEPENDENT CONTRACTOR

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of MOU, LEA is acting as an independent contractor and not as an officer, agent, or employee of the SDCOE.

I. AMENDMENTS

No oral or other agreements or understandings shall be effective to modify or alter the written terms of the MOU. This MOU may be amended or modified only by a written instrument signed by the SDCOE and by a duly authorized representative of the LEA.

J. GOVERNING LAW/VENUE AND COMPLIANCE

In the event of litigation, this MOU and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate state or federal court located in San Diego County. The LEA shall be subject to, and shall comply with, all federal, state, and local laws and regulations applicable to its performance under this MOU including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including non-discrimination.

L. COUNTERPARTS

This MOU (and any amendments) may be executed in multiple counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same instrument. Documents delivered electronically shall be valid and binding.

M. ENTIRE AGREEMENT

This MOU represents the entire MOU and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This MOU may not be amended in any way except by a writing duly executed by both parties hereto.

N. AUTHORITY TO EXECUTE

This MOU is of no force or effect until approved by signature by the SDCOE Superintendent of Schools or his designee, the Assistant Superintendent of Business Services. The persons executing this MOU on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

SAN YSIDRO SCHOOL DISTRICT



By (Authorized Signature)

By (Authorized Signature)

Gina A. Potter

Name (Type or Print)

Name (Type or Print)

Superintendent

Title

Title

8-25-20

Date

Date

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina Potter, Ed.D.
Superintendent

FROM:
Administration
Gina A. Potter, Ed.D., Superintendent

Informational
 Action

AGENDA ITEM: AGREEMENT WITH RICH THOME CONSULTING FOR 2020-2021

BACKGROUND INFORMATION:

This Agreement is made between Rich Thome Consulting and the San Ysidro School District for fiscal year 2020-2021.

Rich Thome Consulting will provide the following services:

- Scheduled and non-scheduled advisement visits and calls as requested by the Superintendent
- Facilitation of workshops (Performance Objectives, Governance, Performance Reviews, Annual Evaluation), as requested by the Superintendent
- Continued Assistance with plans to successfully re-open schools and to bridge digital divide issues

RECOMMENDATION:

Approve the agreement with Rich Thome Consulting to provide coaching and consulting services to the Superintendent and provide continued assistance with plans to successfully re-open schools in an approximate amount of \$10,000.00 from the General fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Renewal New Amendment Ratify Other

Financial Implications?

Yes No

Are funds for this item available in the 2020-2021 Budget?

Yes No

Requisition #

\$10,000.00

(Amount)

General Fund

(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **September, 2020** between **RICH THOME CONSULTING**, hereinafter called the Contractor, and **SAN YSIDRO SCHOOL DISTRICT** hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

1) **Services.** The Contractor shall furnish to the District the scope of services from Rich Thome as described below:

- Scheduled and non-scheduled advisement visits and calls as requested by the Superintendent beginning upon Board approval through June 30, 2021
- Facilitation of workshops (Performance Objectives, Governance, Performance Reviews, Annual Evaluation,), as requested by the Superintendent
- Continued Assistance with plans to successfully re-open schools and to bridge digital divide issues

The District agrees to pay the Contractor an amount not to exceed **TEN THOUSAND DOLLARS (\$10,000)** for the services provided beginning upon Board approval. The Contractor will submit quarterly invoices to the District. Payments are due within 30 days of receipt of invoice.

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the governing board duly passed and adopted.

CONTRACTOR:
RICH THOME CONSULTING
Business License Number. 316294,
City of San Clemente, California

DISTRICT:
SAN YSIDRO SCHOOL DISTRICT

By *Rich Thome*

By

Name; Rich Thome

Name

Date August, 2019

Date

Email: richthome@gmail.com

Type of Business Entity:

Individual / Sole Proprietorship

Limited Liability Company

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen,
Chief Business Official

Informational
 Action

AGENDA ITEM: CONSOLIDATED APPLICATION FOR 2020-2021 FUNDING

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct funded charter schools throughout California.

The Consolidated Application (ConApp) for Funding Categorical Aid Programs collects information related to local educational agencies (LEAs) intention to participate in 2020-2021 consolidated application programs for Title I, II, III and IV, legal assurances of compliance as required by state and federal statute, and other required program participation information.

RECOMMENDATION:

Approve the submittal of the 2020-2021 Consolidated Application for categorical funding of Title I, II, III and IV.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Renewal New Amendment Ratify Other

Financial Implications?	Are funds for this item available in the 2020-2021 Budget?	Requisition #
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
N/A	N/A	
(Amount)	(Name of funding source and/or location)	
Recommended for: <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Denial Certification Requested <input type="checkbox"/> Yes <input type="checkbox"/> No		

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

San Ysidro Elementary (37 68379 0000000)

- Home
- Data Entry Forms
- Certification Preview
- Certify Data
- Reports
- Contacts
- FAQs

[Data Entry Instructions](#)

2020-21 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

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

Date of approval by local governing board: (ex. MM/DD/YYYY)

District English Learner Advisory Committee Review

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

DELAC representative's full name:
(non-LEA employee)

DELAC review date:

Meeting minutes web address:
Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

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

* **Title I, Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010

* **Title II, Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035

* **Title III English Learner:** No Yes
ESEA Sec. 3102
SACS 4203

* **Title III Immigrant:** No Yes
ESEA Sec. 3102
SACS 4201

* **Title IV, Part A (Student and School Support):** No Yes
ESSA Sec. 4101
SACS 4127

Last Saved: Amber Elliott (aelliott), 9/8/2020 2:43 PM, Draft

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen,
Chief Business Official

Informational
 Action

AGENDA ITEM: RESOLUTION NO. 20/21-0013 - RESOLUTION TO ESTABLISH A BUILDING FUND-PROPOSITION 39 (21-39) AND A DEBT SERVICE FUND

BACKGROUND INFORMATION:

The voters of the San Ysidro School District community passed a general obligation bond measure pursuant to Chapter 1.5, Education Code sections 15264-15288, to provide monies to finance the construction of school facilities in accordance with applicable public contract codes. The general obligation bonds will be sold by the District's bond underwriter, as set forth in the California Education Code 15100.

School districts are authorized by Education Code section 15146 to establish a restricted fund known as the Building Fund. In addition, pursuant to California Code 15100, a Debt Service Fund must also be established after issuing and selling the bonds.

The San Ysidro School District shall establish two new restricted funds with the San Diego County Auditor named Building Fund - Prop 39 for the purpose of receiving, holding, investing, and disbursing funds for the construction project; and a Debt Service Fund for receiving levied taxes with which bond payments will be made.

RECOMMENDATION:

Adopt Resolution No. 20/21-0013 to Establish a Building Fund-Proposition 39 (21-39) And a Debt Service Fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Renewal New Amendment Ratify Other

Financial Implications?

Are funds for this item available in the 2020-2021 Budget?

Requisition #

Yes No

Yes No

(Amount)

(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No

Superintendent's Office Certification:

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD**

RESOLUTION NO. 20/21-0013

Resolution to Establish a Building Fund-Proposition 39 (21-39)
And a Debt Service Fund

On motion of Member _____, Seconded by Member _____, the following resolution is adopted:

WHEREAS, San Ysidro School District, County of San Diego, State of California (District) is duly authorized and existing under the law of said state; and

WHEREAS, the voters of the San Ysidro School District community passed a general obligation bond measure pursuant to Chapter 1.5, Education Code sections 15264-15288, to provide monies to finance the construction of school facilities in accordance with applicable public contract codes. The general obligation bonds will be sold by the District's bond underwriter, as set forth in the California Education Code 15100; and

WHEREAS, school districts are authorized by Education Code section 15146 to establish a restricted fund known as the Building Fund. In addition, pursuant to California Code 15100, a Debt Service Fund must also be established after issuing and selling the bonds.

THEREFORE, BE IT RESOLVED, that the San Ysidro School District shall establish two new restricted funds with the San Diego County Auditor named Building Fund - Prop 39 for the purpose of receiving, holding, investing, and disbursing funds for the construction project; and a Debt Service Fund for receiving levied taxes with which bond payments will be made.

PASSED AND ADOPTED by the Governing Board this 10th day of September 2020 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
)SS
COUNTY OF SAN DIEGO)

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

Clerk/Secretary of the Governing Board

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: September 10, 2020

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen,
Chief Business Official

Informational
 Action

AGENDA ITEM: RESOLUTION NO. 20/21-0014 - RESOLUTION TO ESTABLISH A BUILDING FUND-PROPOSITION 39 (21-33) AND A DEBT SERVICE FUND

BACKGROUND INFORMATION:

The voters of the San Ysidro School District community passed a general obligation bond measure pursuant to Chapter 1.5, Education Code sections 15264-15288, to provide monies to finance the construction of school facilities in accordance with applicable public contract codes. The general obligation bonds will be sold by the District's bond underwriter, as set forth in the California Education Code 15100.

School districts are authorized by Education Code section 15146 to establish a restricted fund known as the Building Fund. In addition, pursuant to California Code 15100, a Debt Service Fund must also be established after issuing and selling the bonds.

The San Ysidro School District shall establish two new restricted funds with the San Diego County Auditor named Building Fund - Prop 39 for the purpose of receiving, holding, investing, and disbursing funds for the construction project; and a Debt Service Fund for receiving levied taxes with which bond payments will be made.

RECOMMENDATION:

Adopt Resolution No. 20/21-0013 to Establish a Building Fund-Proposition 39 (21-39) And a Debt Service Fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

Renewal New Amendment Ratify Other

Financial Implications?

Are funds for this item available in the 2020-2021 Budget?

Requisition #

Yes No

Yes No

(Amount)

(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No

Superintendent's Office Certification:

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD**

RESOLUTION NO. 20/21-0014

Resolution to Establish a Building Fund-Proposition 39 (21-33)
And a Debt Service Fund

On motion of Member _____, Seconded by Member _____, the following resolution is adopted:

WHEREAS, San Ysidro School District, County of San Diego, State of California (District) is duly authorized and existing under the law of said state; and

WHEREAS, the voters of the San Ysidro School District community passed a general obligation bond measure pursuant to Chapter 1.5, Education Code sections 15264-15288, to provide monies to finance the construction of school facilities in accordance with applicable public contract codes. The general obligation bonds will be sold by the District's bond underwriter, as set forth in the California Education Code 15100; and

WHEREAS, school districts are authorized by Education Code section 15146 to establish a restricted fund known as the Building Fund. In addition, pursuant to California Code 15100, a Debt Service Fund must also be established after issuing and selling the bonds.

THEREFORE, BE IT RESOLVED, that the San Ysidro School District shall establish two new restricted funds with the San Diego County Auditor named Building Fund - Prop 39 for the purpose of receiving, holding, investing, and disbursing funds for the construction project; and a Debt Service Fund for receiving levied taxes with which bond payments will be made.

PASSED AND ADOPTED by the Governing Board this 10th day of September 2020 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
)SS
COUNTY OF SAN DIEGO)

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

Clerk/Secretary of the Governing Board