



San Juan
Unified School District

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

Zima Creason, President
Pam Costa, Vice President
Steve Miller, Clerk
Ben Avey, Member
Paula Villescaz, Member
Tanya Kravchuk, Member
Saul Hernandez, Member

PUBLIC PARTICIPATION GUIDELINES

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

1. **In Person Public Comment.** Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Please be aware that public comments, including your name, become part of the public record.
2. **Online Submission of Public Comment.** Members of the public may submit written comments by using the comment form located on the district website at <http://www.sanjuan.edu/boardmeeting>. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.

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

Board of Education Agenda February 28, 2023

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

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

B. CLOSED SESSION – 5:30 p.m.

1. Student expulsion in one case (Education Code section 48918[f]).
2. Personnel Matters (Education Code section 44929.21[b]) – non-reelection of probationary teachers.

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

D. APPROVAL OF THE MINUTES – February 14, 2023, regular meeting, pages 2490-2492.

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

1. Recognitions

- a. **Arts Education Month** (Townsend-Snider)
Action: The superintendent is recommending that the board adopt Resolution No. A-420 proclaiming the month of March as Arts Education Month.

- b. **National School Social Work Week** (Calvin)
Action: The superintendent is recommending that the board adopt Resolution No. A-421 proclaiming March 5-11 as National School Social Work Week.

2. High School Student Council Reports

3. Staff Reports

4. Board-appointed/District Committees

5. Employee Organizations

6. Other District Organizations

7. Closed Session/Expulsion Actions (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:50 p.m.

Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Public comments, including your name, become part of the public record.

G. CONSENT CALENDAR – G-1/G-5 – 7:20 p.m.

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

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.
2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts and zero dollar contract.
3. Acceptance of the following gifts:
Camp Winthers: from Elaine Bonnington: \$2,000.
4. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.
5. *Approval of a short-term Senior Personnel Clerk position in Human Resources from 03/01/2023 until 06/30/2023.
*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS**1. Equity Update – 7:25 p.m.**

(Calvin)

Material provided.

Report: regarding an update on the history and current work of the equity and student achievement department.

2. Instructional Materials Update – 7:55 p.m.

(Schnepp)

Material provided.

Report: regarding the decision-making processes that support the adoption, implementation, and ongoing support for adopted instructional materials.

3. Camp Winthers Fee Increase – 8:10 p.m.

(Schnepp)

Material provided. (Discussed: 02/14/2023)

Action: The superintendent is recommending that the board approve the fee increase for Camp Winthers summer camp programs and fall weekend group usage.

4. Public Hearing: Conveyance of Permanent Easement at Sunrise Technical Center – 8:15 p.m.

(Camarda)

Material provided. (Discussed: 02/14/2023)

Public Hearing/Action: regarding the proposed conveyance at Sunrise Technical Center and to adopt Resolution No. 4072 conveying one permanent easement at Sunrise Technical Center to the Citrus Heights Water District.

5. Recommendation for Reduction in Particular Kinds of Services (TK-12 Certificated) – 8:20 p.m.

(Oropallo)

Material provided. (Discussed: 02/14/2023)

Action: The superintendent is recommending that the board adopt Resolution No. 4066, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4067, establishing criteria to apply to break a tie in seniority for TK-12 certificated staff affected by program reductions and who have the same date of hire.

6. Recommendation for Reduction in Particular Kinds of Services (Early Childhood Education) – 8:25 p.m. (Oropallo)
Material provided. (Discussed: 02/14/2023)

Action: The superintendent is recommending that the board adopt Resolution No. 4068, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4069, establishing criteria to apply to break a tie in seniority for early childhood education certificated staff affected by program reductions and who have the same date of hire.

7. Notice of Intent to Reduce Classified Positions – 8:30 p.m. (Oropallo)
Material provided. (Discussed: 02/14/2023)

Action: The superintendent is recommending that the board adopt Resolution No. 4070, reducing or eliminating certain classified positions, effective June 30, 2023, due to lack of work and/or lack of funds.

8. California School Boards Association (CSBA) Delegate Assembly Election – 8:35 p.m. (Board)
Material provided.

Action: The board may wish to cast a vote for no more than five (5) candidates for subregion 6-B of the CSBA Delegate Assembly.

J. BOARD REPORTS – 8:40 p.m.

K. FUTURE AGENDA – 8:50 p.m.

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

B. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

L. ADJOURNMENT – 8:55 p.m.

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

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

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

NOTE: The times indicated are approximate.

Mission Statement

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



D
02/28/2023

San Juan Unified School District

Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes February 14, 2023

Regular Meeting
Board of Education
5:45 p.m.

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

The February 14 regular meeting was called to order by the president, Zima Creason. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call

Present:
Zima Creason, president
Pam Costa, vice president
Steve Miller, clerk
Ben Avey, member
Paula Villescaz, member
Tanya Kravchuk, member
Saul Hernandez, member

Visitor comments: Closed Session (A-1)

There were no closed session visitor comments.

Closed Session (B)

The meeting was then recessed with the board convening in closed session to consider student expulsions in two cases and a student enrollment in one case (Education Code section 48918[f]).

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m., the meeting was called back to order by the president, Zima Creason. Four members of the Casa Roble Fundamental High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Mr. Avey, seconded by Ms. Kravchuk, that the minutes of the January 24 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Hernandez].

High School Student Council Reports (E-1)

High School Student Council representatives Justin Orozco Ramirez and Alan Vang from Encina Preparatory High School and Julie Carruth from El Camino Fundamental High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (E-2)

Assistant Superintendent of Secondary Education and Programs Kristan Schnepp provided an update on the continued efforts that are underway to address concerns regarding mathematics at Rio Americano High School.

Closed Session/Expulsion Actions (E-6)

Mr. Miller reported that the board voted unanimously to accept a hearing panel's recommendation of one suspended expulsion in case number S-19 and one denied enrollment in case number OS-33, and to accept as written one expulsion in case number S-22.

Visitor Comments (F)

Peter Constant shared information regarding an upcoming high school leadership conference at William Jessup.

Consent Calendar Approved (G-1/G-8)

It was moved by Ms. Costa, seconded by Ms. Villescaz, that the consent calendar items G-1 through G-8 be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Hernandez].

Personnel (G-1)

Appointments, leaves of absence, separations and job description/salary range change – approved as submitted.

Purchasing Report (G-2)

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

Business/Financial Report (G-3)

Warrants and payroll – approved as submitted.

Gifts (G-4)

Acceptance of gifts to Laurel Ruff Transition School, Mesa Verde High School and Nutrition Services.

Disposal of Surplus Property (G-5)

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

Early Head Start/Head Start Budget Modification/Carryover Funds (G-6)

Approval of Early Head Start and Head Start year 2 budget modification/carryover funds.

CAC Membership (G-7)

Approval of Lisa Sotelo to the Community Advisory Committee (CAC) for Special Education.

Use of School Facilities Handbook and Fees (G-8)

Approval of the proposed revisions to the Use of School Facilities Handbook and fees.

Public Hearing: Camp Winthers Fee Increase (I-1)

Assistant Superintendent of Secondary Education and Programs Kristan Schnepp introduced Camp Winthers Program Coordinator John Infelise who gave a presentation about Camp Winthers. Mr. Infelise provided historical background about the camp, and he also discussed the 2023 summer program offerings, partnerships and future goals. Mr. Infelise then explained the need for a rate increase for all Camp Winthers programs so the camp does not continue to run in a deficit. Ms. Creason declared the topic of a fee increase for Camp Winthers summer camp programs and fall weekend group usage a public hearing and invited the public to speak. There being no questions or comments from the public, Ms. Creason declared the public hearing closed. Board members made comments and asked questions about the camp and the proposed fee increase, which Mr. Infelise addressed. Superintendent Bassanelli expressed her appreciation to Mr. Infelise for carrying on the Camp Winthers legacy. Action was scheduled for February 28.

Mid-Year Local Control and Accountability Plan (LCAP) Update (I-2)

Director of Continuous Improvement and LCAP Gianfranco Tornatore and Assistant Director of Assessment, Evaluation and Planning Christopher Smith gave a mid-year update on the LCAP. Dr. Tornatore spoke about the release of the California School Dashboard and differentiated assistance. Dr. Tornatore then gave an overview of the LCAP to provide historical background and context. Dr. Tornatore also gave an overview of how San Juan Unified is engaging its educational partners in the development of the LCAP. Mr. Smith discussed state and local metrics and presented the district's data on graduation, English language arts, mathematics, chronic absenteeism and suspensions. Dr. Tornatore provided mid-year information regarding LCAP metrics, actions and expenditures, and he explained how the district is using the data to get better at improving student outcomes using a continuous improvement process. Staff answered questions from the board. Mr. Miller asked clarifying questions regarding the data and action items. Ms. Kravchuk inquired about professional

development. Mr. Avey expressed his concerns about the data. Ms. Costa spoke about educational partnerships. Ms. Villescaz noted the continued disproportionality regarding suspensions and asked for explanation regarding the graduation rate and interventions.

Choices Charter School Mid-Year Local Control and Accountability Plan (LCAP) Update (I-3)

Director of Admissions and Family Services Brian Ginter introduced Choices Charter School Director Brent Givens who gave a mid-year update on the Choices Charter School LCAP, which included an overview of the LCAP, 2022-2023 mid-year data and a budget overview of funding sources. Mr. Givens also highlighted areas of success and growth for Choices Charter School. Ms. Kravchuk asked clarifying questions, which Mr. Givens addressed.

Resolution No. 4071: Notice of Intent to Convey Permanent Easement at Sunrise Technical Center (I-4)

Chief Operations Officer Frank Camarda presented the item. It was moved by Mr. Hernandez, seconded by Ms. Villescaz, to adopt Resolution No. 4071, declaring the intent to convey a permanent easement at the Sunrise Technical Center to the Citrus Heights Water District and to call a public hearing to be held on February 28, 2023. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Hernandez].

Recommendation for Reduction in Particular Kinds of Services (TK-12 Certificated) (I-5)

Assistant Superintendent of Human Resources Paul Oropallo explained a resolution is required by the California Education Code to provide advanced notice to TK-12 certificated employees by March 15 for reducing or discontinuing particular kinds of services (PKS). Mr. Oropallo further explained that an additional resolution establishes criteria to apply to break a tie seniority for certificated staff affected by program reductions and who have the same date of hire. Action was scheduled for February 28.

Recommendation for Reduction in Particular Kinds of Services (Early Childhood Education) (I-6)

Mr. Oropallo explained a resolution is required by the California Education Code to provide advanced notice to early childhood education certificated employees by March 15 for reducing or discontinuing particular kinds of services (PKS). Mr. Oropallo further explained that an additional resolution establishes criteria to apply to break a tie seniority for certificated staff affected by program reductions and who have the same date of hire. Action was scheduled for February 28.

Notice of Intent to Reduce Classified Positions (I-7)

Mr. Oropallo explained that a resolution is necessary to address the statutory process for reducing or eliminating certain classified positions, effective June 30, 2023, due to lack of work and/or lack of funds. Action was scheduled for February 28.

Board Reports (J)

Mr. Avey shared information from the recent Facilities Committee meeting that he attended.

Ms. Creason reported that she attended the Career Technical Education ribbon cutting ceremony at Rio Americano High School, and she visited Skycrest and Schweitzer elementary schools. Ms. Creason also noted that Senator Portantino recently introduced legislation regarding school funding.

Future Agenda (K)

Mr. Avey asked that the Facilities Committee explore public use of facilities during non-school hours.

Adjournment (L)

At 9:08 p.m., there being no further business, the regular meeting was adjourned.

Zima Creason, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc

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

AGENDA ITEM: E-1 (a)

MEETING DATE: 02/28/2023

SUBJECT: Arts Education Month

CHECK ONE:

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. A-420, recognizing the month of March as Arts Education Month.

RATIONALE/BACKGROUND:

The resolution recognizes the month of March as Arts Education Month and acknowledges continued district support for the Visual and Performing Arts (VAPA) programs and our VAPA staff. San Juan Unified School District believes strongly that a well-rounded education, including the arts, helps to fully prepare our students for college and career.

ATTACHMENT(S):

- A: Presentation
B: Resolution No. A-420

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: base and supplemental

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

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

Goal: 2 Focus: 1

Action: 10

Strategic Plan: Strategy 2

PREPARED BY:

Michael Dittmer, Program Specialist, Visual and Performing Arts
Nicole Kukral, Director, Professional Learning and Innovation

APPROVED BY:

Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education and Programs
Melissa Bassanelli, Superintendent of Schools *MBS*

San Juan Unified School District

Afghan Tabla Group at Del Paso Manor

Celebrating Arts Education Month

March 2023



Deterding Arts Night



Board of Education
February 28, 2023



Art from Bella Vista HS

1

The Importance of Arts Education



- Increases student engagement
- Enriches learning, promotes leadership
- Teaches positive habits, behaviors and attitudes
- Enhances creativity and intellectual skills
- Supports literacy and numeracy
- A vehicle to support district initiatives:
 - Social emotional and trauma-based teaching and learning
 - Social justice and educational equity
 - Enduring and creative problem solving skills

2

Arts Education Programs...*A Renaissance*

Elementary and K-8 Programs

- Classroom Specialists
- Before/After School Programs
- Artful Learning
- Arts Integration

Middle and High School Programs

- Instrumental/Vocal Music
- 2D/3D/ Visual Arts
- Drama/Theater
- Media/Television/Radio
- Dance



Violins at Northridge ES



Dance at Sierra Oaks K8



Band at Earl Legette ES

3

2022-2023

Student Participants: 25,000+

Arts Educators: 140



Winston Churchill MS



K-12 Music Teachers



Winston Churchill MS



Secondary Art Teachers



Secondary Art Teachers

4

Bringing Back Traditions and Imagining New Possibilities...



Winter Art Show



El Camino Ceramics



Mesa Verde HS Jazz Band



Del Campo HS Art



Winter Art Show



Churchill MS Band



Rio Americano Jazz Band

5

PVAP Returns

Cambridge Heights
Carriage
Cowan Fundamental
Del Dayo
Dewey
Grand Oaks
Green Oaks
LeGette
Mariemont
Mariposa
Mission Avenue Open
Orangevale Open
Albert Schweitzer

The logo for the ART DOCENT PROGRAM. It features a large, stylized green paint splatter on the left. To the right of the splatter, the word "ART" is written in red capital letters. Below "ART", the words "DOCENT" and "PROGRAM" are stacked in orange and blue capital letters respectively. A trademark symbol (TM) is located at the end of "PROGRAM". Below the main title, the tagline "Learning about art. Making art." is written in a smaller, gray font.

**ART
DOCENT
PROGRAM™**
Learning about art. Making art.

Parent Volunteer Art Program (PVAP)

6



Looking Forward: 2022-23 School Year & Beyond



SJUSD Theater Festival
March 30, 2023



San Juan Sings Choir Festival
RETURNS!
March 15, 28-29, 2023



Kids Art
April 29, 2023

Summer Fun Camp
July 2023 at DPM and Coyle



**And many more
of your favorites!**



SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. A-420

Arts Education Month
March 2023

WHEREAS, we strongly believe that visual and performing arts are an essential part of a well-rounded education from preschool through grade 12; and

WHEREAS, through a well-balanced arts education, students develop skills in critical thinking, problem solving, communication, collaboration, self-expression, reflection, cultural appreciation and responsiveness; and

WHEREAS, the Every Student Succeeds Act (ESSA) fully supports a “well-rounded education” with the goal of fully preparing all students for success in college and careers; and

WHEREAS, research from the California Alliance for Arts Education has demonstrated that arts education contributes to higher test scores and reduces truancy and dropout rates; and

WHEREAS, thousands of students in the San Juan Unified School District participate and benefit from a quality arts education in the classroom and art, music, theater, dance and media experiences on a daily basis on campus and in the community.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education proposes continued support of the arts. This resolution gives recognition to students in our district by talented and dedicated professionals and volunteers.

BE IT FURTHER RESOLVED that the Board of Education applauds the demonstrated enthusiasm and talent of the many San Juan students participating in musical performances, dance and theatrical presentations and art exhibits in our school, our district, and in our community.

Attested to this 28th day of February 2023

Zima Creason, President

Melissa Bassanelli, Superintendent of Schools

Pam Costa, Vice President

Steve Miller, Clerk

Ben Avey, Member

Paula Villescaz, Member

Tanya Kravchuk, Member

Saul Hernandez, Member

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

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

AGENDA ITEM: E-1 (b)

MEETING DATE: 02/28/2023

SUBJECT: National School Social Work Week

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. A-421, proclaiming the week of March 5-11, as National School Social Work Week.

RATIONALE/BACKGROUND:

The School Social Work Association of America (SSWAA) proclaimed the week of March 5-11, 2023, as National School Social Work Week. As practitioners, school social workers are trained to help students address personal and systemic barriers to learning. National School Social Work Week affords the district the opportunity to recognize the unique contributions school social workers make in support of students' social-emotional, academic, personal and interpersonal growth.

ATTACHMENT(S):

A: Resolution No. A-421

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: N/A

LCAP/STRATEGIC PLAN:

Goal: 1 Focus: 4, 5, 6, 7

Additional Budget: N/A

Goal: 2 Focus: 1-5

Funding Source: N/A

Action: N/A Strategic Plan: 1, 2, 4

PREPARED BY:

Dominic Covello, Director, Student Support Services
Christine Moran, Director, Multi-Tiered System of Supports

APPROVED BY:

Debra Calvin, Ed.D., Associate Superintendent, Educational Services 
Melissa Bassanelli, Superintendent of Schools 



SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. A-421

National School Social Work Week March 5-11, 2023

WHEREAS, National School Social Work Week is March 5-11, 2023; and

WHEREAS, school social workers serve as vital members of a school's education team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success and further the goals of the San Juan Unified School District Local Control and Accountability Plan (LCAP) and Strategic Plan; and

WHEREAS, school social workers are especially skilled in providing services to students who face serious challenges to school success, including disability, poverty, chronic illnesses, abuse, neglect, mental health disorders, homelessness, bullying, familial stressors and other barriers to learning; and

WHEREAS, school social workers are more necessary now than any time in recent memory, as more students are struggling with mental and behavioral health disorders; and

WHEREAS, school social workers, because of their specialized training, are adept to address the social and psychological issues that can block academic progress through student screening, individual and group counseling, crisis intervention and prevention programs; and

WHEREAS, school social workers help students overcome the difficulties in their lives and as a result, give them a better chance to reach their full academic and personal potential;

THEREFORE, BE IT RESOLVED that the board joins the superintendent and staff in honoring school social workers during National School Social Work Week and throughout the year.

Attested to this 28th day of February, 2023

Zima Creason, President

Melissa Bassanelli, Superintendent of Schools

Pam Costa, Vice President

Steve Miller, Clerk

Ben Avey, Member

Paula Villescaz, Member

Tanya Kravchuk, Member

Saul Hernandez, Member

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

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	1
Separations	
Management	
Certificated	2
Classified	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2-11
Certificated	
Classified	
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

CERTIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Gonzales, David	Temp	Tch-Mod/Severe K/12	Ralph Richardson	02/10/23 06/08/23
New Hire	Kincheloe, Kami	Temp	Tch- Resource Spec K/12	Sierra Oaks	02/17/23 06/08/23
New Hire	Tzur, Jonah	Temp	Tch-Grade 7/8	Starr King	02/27/23 06/02/23
New Hire	Wilder, Taylor	Temp	Teacher Combo K-1	Whitney Avenue	02/27/23 06/08/23
Rehire	Dalton, Elisa	Temp	Tch-Mod/Severe K/12	Special Education-Kenneth	02/17/23 06/08/23
Rehire	Rius, Mark	Temp	Tch- Site Resource	Cameron Ranch	02/08/23 06/08/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Alazzawi, Mayadah	Prob	Nutrition Services Worker I	CMP @ Carmichael	02/14/23
New Hire	Alvarez, Alexander	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	02/17/23
New Hire	Bello, Kayla	Prob	Instructional Assistant III	Kingswood	01/31/23
New Hire	Bishop, Tamara	Prob	School Playground Rec Aide	Harry Dewey	02/10/23
New Hire	Brightly, Mailys	Prob	Nutrition Services Worker I	Casa Roble	02/07/23
New Hire	Carey, Erma	Prob	Instructional Assistant III	Coyle Avenue	01/30/23
New Hire	De Zuniga, Consuelo	Prob	Van Driver	Transportation	02/10/23
New Hire	Endres, Courtney	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	02/27/23
New Hire	Fresquez, Elysse	Prob	Communications Specialist	Facilities	02/13/23
New Hire	Garcia, Marco	Prob	Nutrition Services Worker II	Nutrition Services	02/13/23
New Hire	Gifford, Jessica	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	02/16/23
New Hire	Harlow, Jr, Patrick	Prob	School Playground Rec Aide	Starr King	02/13/23
New Hire	Johnson, Shawna	Prob	Instructional Assistant I	Earl Legette	02/15/23
New Hire	Judd, Jenny	Prob	School Playground Rec Aide	Trajan	02/13/23
New Hire	Kazmi, Aiesha	Prob	Non-Instructional Support	Encina ECE	02/10/23
New Hire	Kelsberg, Neil	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	02/16/23
New Hire	Maret, Andrew	Prob	Nutrition Services Worker I	Bella Vista	02/13/23
New Hire	Narayan, Kavita	Prob	Nutrition Services Worker I	Whitney Avenue	02/14/23
New Hire	Negrete, Angelo	Prob	Custodian	M&O -Building Maintenance	02/15/23
New Hire	Rivas, Dora	Prob	Custodian	M&O -Building Maintenance	02/22/23
New Hire	Roll, Sydney	Prob	Communications Specialist	Superintendent's Office	02/24/23
New Hire	Santiago, Sarina	Prob	Instructional Assistant III	Del Campo	02/13/23
New Hire	Tapp, Tara	Prob	Instructional Assistant I	Oakview	02/27/23
New Hire	Tayeh, Jeneen	Prob	Instructional Assistant III	Kingswood	02/14/23
New Hire	Virtue, Haley	Prob	Instructional Assistant I	Oakview	02/07/23
New Hire	Wafaaq, Ahmadjamshid	Prob	Sch/Comm Resource Assist	Howe Avenue	03/01/23
New Hire	Welch, Grant	Prob	Senior Programmer Analyst	Technology Services	02/27/23
New Hire	Woode, Ashley	Prob	Non-Instructional Support	Sunrise ECE	02/14/23
Promotion	Clason, Anne	Perm	Administrative Assistant	Teaching and Learning	02/01/23
Promotion	Lancaster, Jennifer	Perm	Admin Assistant (Conf) V	Student Support Services	12/01/22
Promotion	Mahurin, Jill	Perm	Administrative Assistant	Pupil Personnel Services	02/01/23
Promotion	Martinez, Caleb	Perm	Administrative Assistant	Maintenance and Operations	02/01/23
Promotion	Zander, Rene	Perm	Admin Assistant (Conf) IV	Labor Relations	12/01/22
Rehire	Criddle, Dorena	Perm	School Playground Rec Aide	Starr King	02/06/23
Rehire	Doan, Jennifer	Prob	Instructional Assistant I	Mariemont	02/08/23
Rehire	Hunt, Cassi	Prob	Instructional Assistant I	Sierra Oaks	02/06/23
Rehire	Johnson, Keeley	Prob	Secretary	Early Childhood Education	02/16/23

2. LEAVES OF ABSENCE

CERTIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid W/Benefits	Kung, Wendy	Perm	Tch- Pre-school	Early Childhood Education	02/17/23 08/16/24

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid	Donnell, Sydney	Perm	Instructional Assistant II	Dyer-Kelly	01/30/23 06/06/23
Unpaid	Hutchison, Ruth	Perm	Bus Attendant	Transportation	02/16/23 06/30/23

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Agnes, Summer	Prob	Tch-Grade 9/12	San Juan	06/08/23
Resignation	Alazawi, Ali	Prob	Tch-English Language Dev	Cowan	06/08/23
Resignation	Anthony, Carolyn	Prob	Tch-Mild/Moderate K/12	Casa Roble	06/08/23
Resignation	Bardwil, John	Prob	Tch-Grade 9/12	Mesa Verde	06/08/23
Resignation	Bargas, Kenneth	Prob	Tch-Site Resource-HS	Encina	06/08/23
Resignation	Bustos Cardoso, Maribel	Prob	Tch-Grade 9/12	El Camino	06/08/23
Resignation	Chavez, Christopher	Prob	Tch-Trav Elementary Music	Cottage	06/08/23
Resignation	Croft, Joshua	Prob	Tch-Grade 7/8	Starr King	06/08/23
Resignation	Day, Michele	Prob	Tch- Trav Elementary Art	Woodside/ Orangevale Open	06/08/23
Resignation	Dienst, Alicia	Prob	School Social Worker	LSC Region 1@ Arcade	06/08/23
Resignation	Diregolo, Rose	Prob	Teacher Grade 1	Lichen	06/08/23
Resignation	Flory, David	Prob	Tch-Grade 9/12	San Juan	06/08/23
Resignation	Gage, Kevin	Prob	Tch-Resource Spec K12	Bella Vista	06/08/23
Resignation	Gramlich, Genevieve	Prob	Tch- Independent Study	El Sereno	06/08/23
Resignation	Harkness, Taryn	Prob	Tch-Mod/Severe K/12	General Davie	06/08/23
Resignation	McKnight, Jason	Prob	Tch- Grade 6	Will Rogers	06/08/23
Resignation	Meyer, Emily	Prob	Counselor 7/8	Will Rogers	06/08/23
Resignation	Pierce-Urlando, Milissa	Prob	Tch-Grade 7/8	Katherine Johnson	06/08/23
Resignation	Raceles, Justine	Prob	Teacher Kindergarten	Starr King	06/08/23
Resignation	Smith, Tyler	Prob	Tch-Grade 9/12	San Juan	06/08/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Ahrar, Mohammad	Perm	Sch/Comm Refugee Spec	Central Enrollment	01/25/23
Resignation	Alavi, Nazireh	Prob	Nutrition Services Worker II	Nutrition Services	02/17/23
Resignation	Albritton III, Otha	Prob	Lead Custodian	Encina	02/06/23
Resignation	Barnett Katz, Daquan	Prob	Custodian	Mesa Verde	02/10/23
Resignation	Behnam, Ardasher	Perm	School/Community Worker	Marvin Marshall	02/10/23
Resignation	Berrios, Jr., Heriberto	Perm	Campus Monitor	Bella Vista	02/07/23
Resignation	Carroll, Amber	Perm	Nutrition Services Supervisor	Nutrition Services	02/28/23
Resignation	Cole, Megan	Perm	Instructional Assistant I	Coyle Avenue	12/22/22
Resignation	Crowe, William	Perm	Custodian	Casa Roble	02/06/23
Resignation	Doan, Thomas	Prob	Exrnd Lrng Progs Assistant	Pupil Personnel Services	02/10/23
Resignation	Fartala, Georgeta	Prob	Instructional Assistant II	Cottage	02/08/23
Resignation	Garcia, Victor	Perm	Payroll Technician I	Payroll	02/28/23
Resignation	Hays, Nia	Perm	Intermediate Clerk Typist	Sierra Oaks	02/06/23
Resignation	Mahmood, Nabras	Prob	Instructional Assistant I	Howe Avenue	01/30/23
Resignation	Mertenszurborg, Deshane	Perm	Custodian	Gold River	02/03/23
Resignation	Santos, Emily	Prob	Accountant	Budget Services	02/03/23
Resignation	Scruggs, Jeaneva	Prob	Nutrition Services Worker	Mesa Verde	01/20/23
Resignation	Sierra, Juana	Perm	School Playground Rec Aide	Lichen	08/31/22
Resignation	Stadel, Victoria	Prob	Instructional Assistant I	Whitney Avenue	02/03/23
Resignation	Venegas, Chris	Prob	Nutrition Services Worker I	Sylvan	02/10/23
Resignation	Wahidi, Fakhria	Prob	Inst Asst/Bilingual-Farsi	Starr King	01/31/23
Retirement	Huff, Sara	Perm	Child Development Assist	Skycrest ECE	02/24/23
Suspension	CL #557	Perm	Nutrition Services Worker	Nutrition Services	02/28/23

4. JOB DESCRIPTION / SALARY RANGE CHANGE

MANAGEMENT

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Assistant Superintendent, Human Resources	Cabinet	Update	Cabinet	N/A	03/01/23
Deputy Superintendent, Schools and Student Support	Cabinet	Update	Cabinet	N/A	03/01/23
General Counsel	Cabinet	Update	Cabinet	N/A	03/01/23



SAN JUAN UNIFIED SCHOOL DISTRICT

POSITION CODE: 314

MANAGEMENT GROUP: Cabinet

~~SUPERINTENDENT SERIES, SALARY RANGE 28~~

Work Calendar: 03

Page 1 of 3

POSITION TITLE: Assistant Superintendent - Human Resources

DEFINITION:

Assumes administrative responsibility for the administration of the human resources division including the recruitment, hiring, evaluation, classification, discipline, salaries, health benefits, workers compensation and employer-employee relations.

DIRECTLY RESPONSIBLE TO: Superintendent

SUPERVISION OVER:

Directors of Certificated, Classified, ~~Employer Employee Relations~~ and other certificated and classified staff.

DUTIES AND RESPONSIBILITIES: (Responsibilities will include, but not be limited to):

1. Serves as a member of the Superintendent's cabinet.
2. Administers all procedures and programs of the personnel, employee benefits services, and employer-employee relations department.
3. Assumes responsibility for developing a program for recruitment and employment of all personnel.
4. Works cooperatively with administrators of other divisions in regard to all personnel actions, assignments, transfers, reassignments, promotions, disciplinary actions, salary placement and benefits.
5. Assumes responsibility for the development, administration, and revision of written policies affecting the employment provisions of district personnel.
6. Is responsible for the development of a program of personnel evaluation covering all personnel in the district.
7. Makes periodic reports to the superintendent with respect to the operation of the human resources division.
8. Maintains complete and accurate records on all district personnel and position control.
9. Assumes responsibility and full authority for all offers of employment in the district for personnel below the assistant superintendent level.
10. Administers the salary schedules and salary provisions in accordance with the district policy and regulations.
11. Maintains a constant working relationship with colleges and universities furnishing candidates for teacher and other positions.
12. Provides **direction assistance** to the district's employer-employee relations department in negotiations and grievance handling.

13. Keep informed on laws and regulations on certification and licensing of certificated personnel.
14. Serves as an authorized representative of the board for purposes of serving certificated 45-day notice of unprofessional conduct and 90-day notice of unsatisfactory performance.
15. Responsible for the development and maintenance of current job specifications for all position classifications.
16. Provides direction and supervision over the district's workers compensation and benefits function.
17. Attends all board of education meetings representing the human resources division.
18. Performs other duties as assigned.

QUALIFICATIONS:

Training, Education and Experience: Any combination of training, education and experience equivalent to a college degree from an accredited college or university with an emphasis in personnel administration; progressively responsible experience in personnel management duties, preferably in a large school district which includes significant experience in recruitment, staffing; and management of collective bargaining and grievance issues; and school and labor laws, industrial relations, public administration, increasingly responsible experience in educational administration and/or employer-employee relations.

Knowledge and Skills:

- Knowledge of and skill in interpreting applicable federal and state laws, and developing district policies and procedures
- Knowledge of current principles and methods of public school personnel management;
- Comprehensive knowledge of school personnel law, and school district organization
- Comprehensive knowledge of selection, transfer, reassignment, promotion, evaluation, demotion and dismissal of personnel, as well as EEO-affirmative action concepts, laws and procedures
- Ability to plan, organize, coordinate and direct a variety of complex technical operations involving efforts of multiple specialized units of a broad personnel management program for a large school district
- Ability to collect, interpret, and analyze complex technical data, as well as identify potential problems, evaluate alternative solutions, and prepare sound recommendations
- Ability to make difficult decisions
- Ability to establish and maintain effective working relationships with others
- Ability to express oneself clearly and concisely, both orally and in writing.

Working Conditions:

Work Environment:

- Indoor office environment
- Moderate noise
- Frequent travel between district sites

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

Sufficient vision to read printed material; *sufficient hearing to conduct in person and telephone conversations; *sufficient physical mobility to move about the district and drive a car; *ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

Other Characteristics:

- Possession of a valid California driver's license
- Willingness to work additional hours periodically
- Ability to travel locally and attend conferences and seminars

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

Approved by Personnel Division

Adopted by Board: 9/26/89

Revised: 9/28/99

Revised: TBD



San Juan
Unified School District

JOB DESCRIPTION

Position Code: 337
Management Group: Cabinet
Work Days: 225
Page 1 of 3

POSITION TITLE: Deputy Superintendent, Schools and Student Support

DEFINITION: Responsible for leading, planning, organizing, directing, and coordinating the academic programs for all schools; has primary authority and accountability for the district's academic performance; provides leadership, vision and strategic direction for the district's curriculum, instruction, assessment and school support initiatives, oversees professional development for all teachers and principals.

DIRECTLY RESPONSIBLE TO: Superintendent of Schools

SUPERVISION OVER: Assistant Associate Superintendent, Educational Services; Assistant Superintendent, Elementary Education *and Programs*; Assistant Superintendent, Secondary Schools *and Programs and Labor Relations*; Assistant Superintendent, Secondary Education; Director, Professional Learning and Innovation; Director, Continuous Improvement and LCAP and other Certificated and Classified employees as assigned.

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

1. Plans, organizes, and directs district-wide efforts for improving student achievement and evaluates the effectiveness of implemented efforts in collaboration with the superintendent for assigned areas.
2. Facilitates and monitors the implementation of state and federal categorical programs, the Local Control and Accountability Plan (LCAP), related district and school improvement processes, and ensures district compliance with applicable state and federal laws, regulations, and rules.
3. Directs the implementation of and monitors support of educational programs, curriculum, staff development and evaluations, student assessments, community relations, and other applicable district-wide responsibilities.
4. Collaborates with school administrators, departments, and district programs to develop and implement effective instructional programs and trainings for district staff.
5. Develops and prepares the annual budget for assigned areas of responsibility including analyzing and reviewing budgetary and financial data to monitor and authorize expenditures in accordance with established guidelines.
6. Monitors and assesses the effectiveness of implemented initiatives through regular visits to school sites and classrooms and provides progress reports to the superintendent.
7. Advises the superintendent on all matters concerning district academic programs, academic performance, curriculum, and assessments.
8. Assists the superintendent in the development of policy and procedure recommendations concerning district academic programs, curriculum development and assessment of school support initiatives.
9. Provides consultative and technical expertise to administrators and other district personnel concerning assigned areas of responsibility.
10. Assists the superintendent in directing the implementation of the District Strategic Plan.
11. Collaborates and communicates with other administrators, district staff and contractors to coordinate activities and programs, resolve issues and conflicts and exchange information.

12. Serves as a member of the Superintendent's Cabinet and attends all meetings of the Board of Education.
13. Acts as a liaison for the district in collaborating with legislators, state officials, local government officials and citizen committees, as appropriate.
14. Collaborates with members of the Board of Education, labor organizations, business and community members, and agencies to develop partnerships that support students and the district.
15. Supervises and evaluates the performance of assigned personnel and assists with disciplinary actions and meetings as necessary and makes recommendations for transfers, reassignments, and terminations.
16. Prepares board agenda items and packets and prepares a variety of correspondence and statistical reports.
17. Collaborates with parents in areas of curriculum, conflict resolution, and site specific issues.
18. Performs all other duties assigned by the Superintendent of Schools.

QUALIFICATIONS:

Education and Experience:

Any combination equivalent to a Master's degree from an accredited college or university; Doctorate preferred; ten years of increasingly responsible supervisory experience, including both at the district and site level; five years of experience at the district level is preferred. Must possess a valid California administrative services credential and a valid California teaching credential.

Licenses and Certificates:

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

Knowledge, Skills, and Abilities:

- Knowledge of applicable state and federal laws, codes, rules and regulations
- Knowledge of research based educational programs, curriculum and instructional practices
- Knowledge of employee organization contracts
- Knowledge of budget preparation and control
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with all levels of district staff, stakeholders, students, and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, stakeholders, and the community
- Ability to analyze situations and adopt an effective course of action
- Ability to establish priorities and meet deadlines
- Ability to plan, organize and administer the delivery of school improvement initiatives that close the achievement gap
- Ability to interpret, apply and explain applicable state and federal laws, codes, rules and regulations and district policies and procedures

- Ability to analyze, interpret, and explain data and prepare comprehensive statistical and analytical reports
- Ability to prepare and deliver formal presentations
- Ability to plan, organize, and direct the work of self and others

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Frequent travel between district sites

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

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

Other Characteristics:

- Ability to work additional hours and weekends on occasion
- Ability to travel locally and attend conferences/seminars periodically

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

Board Approved: 2/26/2019
Revised: TBD



San Juan
Unified School District

JOB DESCRIPTION

Position Code: 501
Management Group: Cabinet
Work Calendar: 003
Page 1 of 3

POSITION TITLE: General Counsel

DEFINITION: By direction of the Board of Education and under general supervision of the superintendent, provides professional legal counsel to the school district and recommends and administers legal services for the district, *leads and directs the Risk Management Department, represents the district with Schools Insurance Authority*

DIRECTLY RESPONSIBLE TO: Superintendent and Board of Education

SUPERVISION OVER: Manager, Risk Management, Legal Analyst, and classified staff as assigned

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

1. Prepares and renders legal opinions, upon request to the Board of Education and the superintendent, and administrative staff.
2. Prepares and represents the district at administrative law hearings and judicial proceedings as directed by the superintendent, and as authorized by the Board of Education.
3. Attends and provides legal advice at all meetings of the Board of Education and such other meetings as the superintendent directs.
4. Provides legal assistance in the drafting of legal documents, board policy, rules and regulations, resolutions, applications of diverse kinds and other legal or quasi-legal type papers upon request.
5. Keeps abreast of legislation, provides legal assistance *to the Executive Director, Labor Relations and Government Affairs*, in the drafting of state legislation, ~~serves as liaison with district's legislative advocates~~, and represents the district *when requested* as an advocate before the legislature in such matters as directed by the superintendent.
6. Represents the district at state and county workshops and seminars relating to school legal services and participates in in-service education programs with this school district's staff to limit district exposure to liability.
7. *Represents the district in special education litigation, including due process hearings, mediations, resolution meetings, and the Individualized Education Programs ("IEPs") when needed.*
8. *Represents the district in preparing and conducting litigation and administrative hearings and performs all related duties at each stage of such litigation and hearings. Such hearings may include, but are not limited to, employee discipline and dismissal, arbitrations, layoff hearings, other governmental agency*

hearings, etc.

9. *Maintains appropriate professional standards of training, competency, and ethics.*
10. *Acts on behalf of the district to review and respond to formal complaints filed with the Board of Education or the superintendent, to include but not limited to, complaints from the Office for Civil Rights, the California Civil Rights Department, State Department of Education, and the Equal Employment Opportunity Commission.*
11. *Acts as the district's Uniform Complaint Procedure ("UCP") coordinator, investigating UCP complaints, overseeing the implementation of, and assuring compliance with the State Department of Education's UCP requirements.*
12. *Assists the Student Services Department with Federal laws regarding Section 504 of the Rehabilitation Act.*
13. *Advises staff concerning student discipline, including suspension and expulsion, special attendance permits, grading practices, students' First Amendment rights ~~regarding publications, etc.~~*
14. *Conducts research and prepares reports of various topics as requested by the superintendent or designee.*
15. *Participates in labor relations as requested, including negotiations, grievances, arbitration, etc.*
16. *Reviews all district contracts prior to approval by the Board of Education as requested.*
17. *Coordinates legal matters with outside counsel.*
18. *Monitors legal services provided to the district by outside counsel.*
19. *Serves as a member of the superintendent's Cabinet providing key legal recommendations, and policy analyses that promote the interests of the district.*
20. *Performs other duties as assigned.*

QUALIFICATIONS:

Education and Experience:

Juris Doctorate from an accredited law school, licensed to practice law in the State of California with preferred experience in educational administration and/or school and labor laws, industrial relations, special education laws, public administration and business administration, and increasingly responsible experience in education administration.

Licenses and Certificates:

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

Knowledge, Skills, and Abilities:

- Knowledge of and skill in interpreting applicable federal and state laws and district policies and procedures
- Skill in conducting information and organizing material into manageable form
- Skill in applying data collected to resolve problems
- Skill in formulating recommendations, proposals, and counter proposals
- Skill in preparing and presenting effective written and oral reports, recommendations, district policies and procedures
- Ability to develop, maintain and coordinate effective relationships with members of the Board of Education, management and employee organizations
- Skill in analyzing relationships among complex data and/or employee groups.

WORKING CONDITIONS:

Work Environment:

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

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

*Sufficient vision to read volumes of printed material; *sufficient hearing to conduct in person and telephone conversations; *sufficient physical mobility to move about the district and drive a car; *ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

Other Characteristics:

- Ability to work additional hours and weekends periodically
- Ability to travel locally *and statewide* to attend meetings and other events

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

Board Approved: 11/24/92
Revised: 4/23/98
Revised: TBD (Updated Duties)

APPROVED: 
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	✓	5
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	



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

February 1, 2023 - February 7, 2023

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
TBD	2/10/2023	Schools Excess Liability	AB 218 Liability Funding	\$ 527,705.61	230 - Fiscal Services



Purchasing Contracts Board Report
Change Orders/Amendments

February 1, 2023 - February 7, 2023

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
204796	1/31/2023	RO Health	Additional services	\$ 552,000.00		\$ 1,543,621.00	\$ 2,095,621.00	101 - Special Education
302497	1/31/2023	Behavioral Techs	Additional services	\$ 552,000.00		\$ 1,262,497.00	\$ 1,814,497.00	101 - Special Education
302315	1/31/2023	Maxim	Additional services	\$ 530,000.00		\$1,024,556.00	\$ 1,554,556.00	101 - Special Education
303226	1/31/2023	Jabbergym	Additional services	\$ 972,000.00		\$924,002.00	\$ 1,896,002.00	101 - Special Education

Service Agreement Change Orders

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

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
208951	2/4/202	Nacht & Lewis	Additional scope added for Encina Portable project 202-9568-P1	\$ 143,780.00		\$ 11,589.00	\$ 155,369.00	216 - Facilities
203611	2/6/2023	Studio W Architects	Additional scope for El Camino Outdoor Learning project 201-9513-P1	\$ 241,150.00		\$ 3,185.00	\$ 244,335.00	216 - Facilities
							\$ -	

Lease Amendments/Change Orders

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

General Contract Change Orders

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



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

February 1, 2023 - February 7, 2023

Upon evaluation of the bids/contracts staff has awarded the following in accordance with all legal guidelines.

General Contract

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

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
26	1/27/2023	TBD	CMAS	Kahua	Annual license fee of \$125,000 per year for 3 years, construction software system	\$ 375,000.00	216 - Facilities

New Addendum to Master Agreements

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



Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

February 1, 2023 - February 7, 2023

Staff has determined that purchasing through contracts issued by various state agencies within the State of California will save administrative time and expense, provide favorable pricing, and will be in the best interests of the district. District staff is requesting the Board of Education's authorization to piggyback on the approved bids in accordance with Public Contract Code Section 20118.

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	02/08/23	CMAS 3-22-07-1007	Complete Business Systems	Copier, Digital Duplicator & Equipment Vendor	07/11/22 - 03/23/27



**Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar**

February 1, 2023 - February 7, 2023

Fund	Date	Site/ Department	Vendor Name	Description
01	1/23/2023	Choices	LifeTouch	Senior Portraits
01	1/24/2023	Teaching and Learning	SCOE	Professional learning and development

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

AGENDA ITEM: G-4

MEETING DATE: 02/28/2023

SUBJECT: Surplus Property

CHECK ONE:

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

DEPARTMENT: Business Support Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

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

ATTACHMENT(S):

A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: \$ _____ N/A

Additional Budget: \$ _____ N/A

Funding Source: _____ N/A

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

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

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

Action: _____ N/A

Strategic Plan: _____ N/A

PREPARED BY: Jennifer Stahlheber, Chief Financial Officer



APPROVED BY: Melissa Bassanelli, Superintendent of Schools



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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Choices / Foster Youth	HP	M551	Printer	CNDGGBX1X8	Ewaste
Coyle			Box of Headphones		Disposed
Coyle			Box of Kindergarten Twig Guided Readers		Recycled
Rio Americano	Apple		10 - Desktop Computers		Ewaste
Rio Americano			Printer		Ewaste
San Juan HS			Computer	qp9390q2f / 20178253	Ewaste
San Juan HS			Computer	w8733pu2ct / 700004657	Ewaste
San Juan HS			Computer	qp9391z60tf	Ewaste
San Juan HS			Computer	qp93920301f / 20180271	Ewaste
San Juan HS			Computer	qp939il30tf / 20179826	Ewaste
San Juan HS			Computer	700004635	Ewaste
San Juan HS			Computer	qp93980tf / 20180268	Ewaste
San Juan HS			Computer	w86370r4lwqr	Ewaste
San Juan HS			Computer	w87373pn2ct / 20180269	Ewaste
San Juan HS			Computer	w87373p2ct / 20180270	Ewaste
San Juan HS			Computer	qp9392d70tf	Ewaste
San Juan HS			Computer	w87373pa2ct / 20179290	Ewaste
San Juan HS			10 - Cameras		Ewaste
Sunrise Tech Center	HP	P1505	Printer		Ewaste
Sunrise Tech Center			Vacuum		Disposed

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

AGENDA ITEM: G-5

MEETING DATE: 02/28/2023

SUBJECT: Short-Term Senior Personnel Clerk

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board approve a short-term Senior Personnel Clerk position in Human Resources. This position will run from March 1, 2023 until June 30, 2023.

RATIONALE/BACKGROUND:

California Education Code Section 45103 requires that before employing a short-term employee, the governing board of a school district, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of "classification" in subdivision (a) of Section 45101, and shall certify the ending date of the service.

Human Resources needs temporary assistance for fingerprinting services due to the dual input process that is required to maintain the current employee/financial information system and the new ERP system implementation.

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/06/2023

FINANCIAL DATA:

N/A

PREPARED BY: Deann Carlson, Director Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources *Pao*
Melissa Bassanelli, Superintendent of Schools *MB*

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

AGENDA ITEM: I-1

MEETING DATE: 02/28/2023

SUBJECT: Equity Update

CHECK ONE:

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

DEPARTMENT: Equity and Student Achievement

ACTION REQUESTED:

The superintendent is requesting that the board receive a report on the current work of the equity and student achievement department.

RATIONALE/BACKGROUND:

The mission of the equity and student achievement department is to eliminate barriers to student achievement, while also ensuring our students feel welcomed, valued, included, connected and empowered to reach their full potential. The purpose of this report is to provide the board with an overview of the work that the equity department is engaged in. This presentation will address the supports that are being provided, present data and share examples of the collaborative work occurring throughout the system.

ATTACHMENT(S):

- A: Presentation
- B: Community Partner Descriptions
- C: Professional Development Descriptions
- D: Networked Improvement Community

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: \$ 1,279,583

Additional Budget: \$ N/A

Funding Source: LCFF Supplemental

LCAP/STRATEGIC PLAN:

Goal: 2.03.01 to 2.03.07 Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Omar Field-Ridley, Director, Equity and Student Achievement

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services 
Melissa Bassanelli, Superintendent of Schools 

EQUITY AND STUDENT ACHIEVEMENT

BOARD UPDATE

San Juan Unified School District
February 28, 2023

Presented by:

Debra Calvin, Ed.D., Associate Superintendent, Educational Services
Omar Field-Ridley, Director, Equity and Student Achievement
Lori Vine, Program Coordinator, Equity and Student Achievement
Surina Naran, Student, Rio Americano High School
Cletus Purinton, Principal, Mira Loma High School
Elroe Kumalo, Student, Mira Loma High School



HISTORY OF THE EQUITY & STUDENT ACHIEVEMENT DEPARTMENT

■ While the district has always been committed to ensuring equitable outcomes for all students, it was in 2015 that the Equity & Student Achievement department was developed to specifically target areas of concern related to disproportionality

■ Our mission is to help identify and eliminate barriers to student achievement, while also ensuring our students feel welcomed, valued, included, connected, and empowered to reach their full potential



DEFINITION OF EDUCATIONAL EQUITY

- Providing historically marginalized students and families with **specific and differentiated support** for success through a lens of empathy, caring, and justice to ensure equitable outcomes for all



3

San Juan
Unified School District

8 POINT COMMITMENTS

- ① Improve school culture to be more inclusive and provide diverse representation at all sites
- ② Build our collective capacity to have courageous conversations and interrupting both implicit and explicit racial inequities
- ③ Expand and prioritize family and student voice
- ④ Embed equity training within robust offerings of professional development
- ⑤ Integrate anti-racist/anti-bias instruction within our curriculum
- ⑥ Systematize site/department level conversations around equitable practices as well as anti-racist/ anti-bias actions
- ⑦ Increase workforce diversity through retention, career development and recruitment
- ⑧ Establish teams to create equitable access to schools, programs, and rigorous coursework



4

San Juan
Unified School District

EQUITY IN ACTION

- Creating Inclusive Environments
- Elevating Student and Family Voice
- Professional Learning
- Collaboration
- Spotlight on Mira Loma



5



CREATING INCLUSIVE ENVIRONMENTS

- Equity Teams
- Identity Clubs
- Community Partnerships

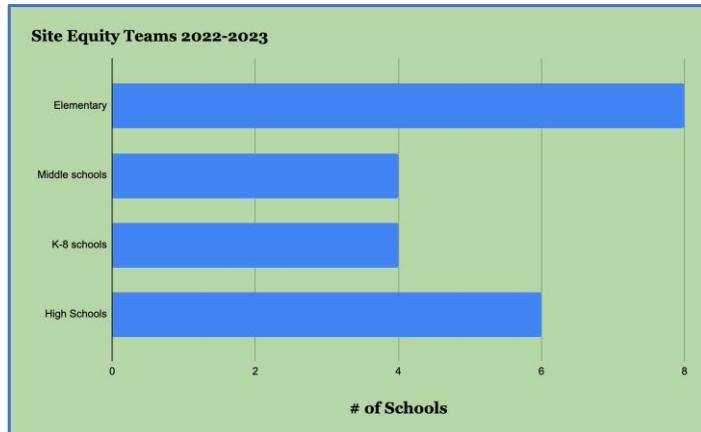


6



CREATING INCLUSIVE ENVIRONMENTS EQUITY TEAMS

We provide partnership and support in the development of site and departmental equity teams



San Juan
Unified School District

CREATING INCLUSIVE ENVIRONMENTS IDENTITY GROUPS

Campus clubs that unite students and allied youth to build community and create spaces for inclusion and belonging

*Over 60 clubs supporting students at our K-8, middle and high schools

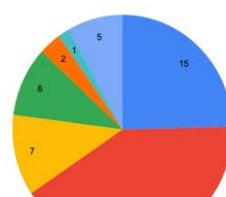
Site Based Clubs

- Black Student Unions (BSU's)
- Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ+)
- Latinx Clubs
- Asian American Pacific Islander (AAPI)
- Equity & Social Justice Clubs
- Arab United Club
- Jewish Student Club
- And more...

District Wide Clubs

- Black Visionaries in Leadership (BVL)
- PRIDE PAK

January 2023



● Black Student Unions ● Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ+)
● LatinX ● Asian American Pacific Islander ● Equity ● Jewish Student Club
● Other (i.e. Inclusion club, Bilingual Scholars, Club Jayne)



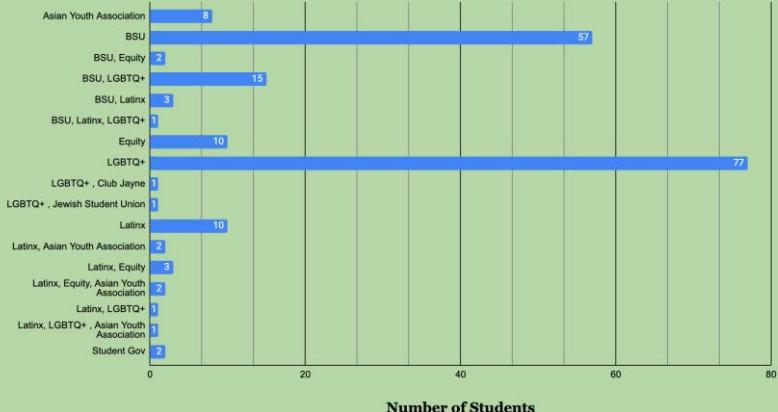
San Juan
Unified School District

CREATING INCLUSIVE ENVIRONMENTS

IDENTITY CLUB PARTICIPATION

What identity based, social justice, and/or equity club are you a member of at your school?

264 students surveyed from 5 high schools



CREATING INCLUSIVE ENVIRONMENTS

IDENTITY CLUBS

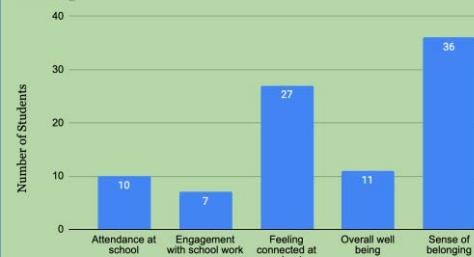
Campus clubs that unite students and allied youth to build community and create spaces for inclusion and belonging

"We, as a group, get to help others with being who they are. Whether they don't feel accepted/supported by others, they want to make friends, or they want to help others in the community. Even if someone isn't part of the LGBTQ+ community, we will support them and respect them no matter what."
-7th Grade student, Barrett Middle School

"It gives me a place where I feel like I belong. Where I don't feel like an outsider compared to those around me."
-9th grade student, Bella Vista High School

"It is important not only to me but also to a lot of other people so that they feel they are in a safe supportive space and so that they know who they can talk to that will respect them."
-11th grade student, Del Campo High School

Has being a member of this club/group positively impacted any of the following?



CREATING INCLUSIVE ENVIRONMENTS

COMMUNITY PARTNERS

Our community partners* help serve our students from traditionally underrepresented communities in grades K-12

- Special Team Of Role Models (STORM) - serving 3rd-8th grade students
- Black Youth Leadership Project (BYLP)/Black Girl Support Network (BGSN) - serving 3rd-8th grade African American girls
- Project Optimism Incorporated (PO) - serving 3rd-8th Grade students
- Sacramento Area Youth Speaks (SAYS) - serving 3rd-12th grade students
- American River College, Educational Talent Search (TRIO ETS) - First-Generation Low-Income Students, 6th -12th grade
- Improve Your Tomorrow (IYT) - serving 6th-12th grade young men of color
- United College Action Network (U-CAN) Program - serving 9th - 12th grade students
- Youth Development Network (YDN) - serving administrators, teachers, student group advisors, student leaders
- California State University Sacramento (CSUS) Racial and Social Justice Professional Development Team - serving teachers and administrators



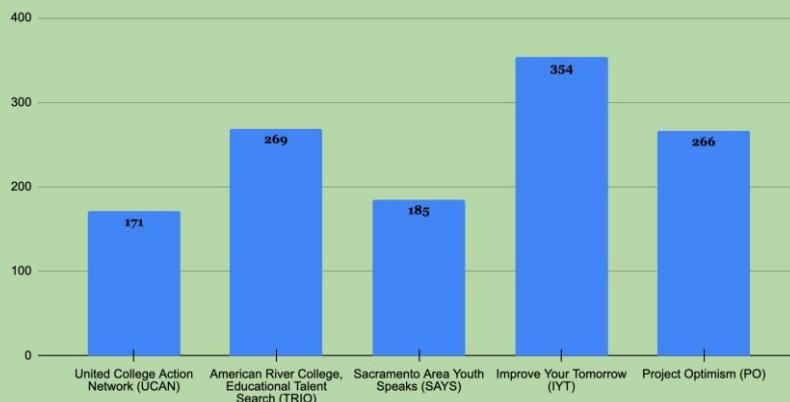
*See attachment B for descriptions

CREATING INCLUSIVE ENVIRONMENTS

COMMUNITY PARTNERS

A snapshot of the students served in January by several of our partners

Total Students Served = 1245



Students Served by Community Partners in January 2023



CREATING INCLUSIVE ENVIRONMENTS SPOTLIGHT ON IMPROVE YOUR TOMORROW (IYT)

- Scholars who took part in College Academy two or more semesters at Winston Churchill Middle School decreased D's and F's from 52% during 2020-2021 to 35% in 2021-2022 academic year.
- Scholars who took part in College Academy two or more semesters at Will Rogers Middle School decreased Ds and Fs from 41% to 22% during the 2021-2022 academic year
- 99% of high school Students in IYT graduate from high school, 88% attend college and 56% Meet A-G requirements (Statewide averages are 85%, 63% and 43%) 2019-2020



CREATING INCLUSIVE ENVIRONMENTS SPOTLIGHT ON IMPROVE YOUR TOMORROW (IYT)

Students:

- "Since taking part in IYT, I feel more connected with my school"
- "IYT has provided me with a safe space to be my authentic self"
- "I feel I can make a difference in my community"
- "I have participated in more school activities/organizations"



Parents:

- "My child has a more positive attitude towards school (e.g. wants to go to school, finishes homework on time, etc.)"
- "We have been exposed to colleges and universities through campus tours and other activities"
- "My son has demonstrated fewer behavior problems at school (e.g. less absent from class or school, less behavioral referrals)"



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ELEVATING FAMILY AND STUDENT VOICE

- Family and Community Engagement
- Office of Student Learning Assistance
- Equity and Student Achievement



Student Listening Session



Afghan, African American
Listening Sessions

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ELEVATING FAMILY AND STUDENT VOICE FAMILY AND COMMUNITY ENGAGEMENT

We provide opportunities for students and families to share their experiences & concerns through site based listening sessions and ongoing feedback opportunities

- Facilitation of community listening sessions to help provide feedback on LCAP goals and current family engagement outreach efforts
- Provide responsive site based listening sessions and community partner collaborations to help provide support with current challenges school communities are facing (ex: Racial Tensions Collaboration)
- Families have the opportunity to meet with a FACE staff member to help discuss current challenges and receive supportive school, district and community resources



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ELEVATING FAMILY AND STUDENT VOICE

OFFICE OF STUDENT LEARNING ASSISTANCE (OSLA)

- Parent workshops
- Apartment complex support
- Parent listening circles
- Student listening circles
- Community luncheon



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ELEVATING FAMILY AND STUDENT VOICE

DEPARTMENT OF EQUITY & STUDENT ACHIEVEMENT

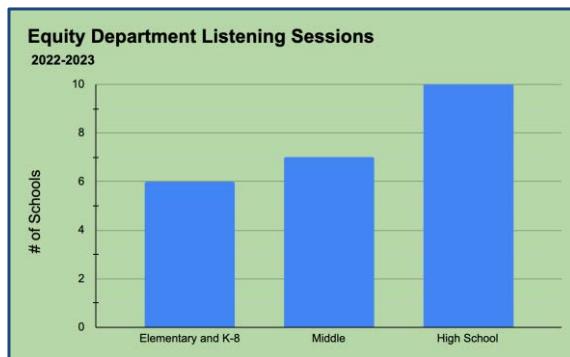
We provide opportunities for students and families to share their experiences & concerns through site based listening sessions. These are typically held in a 3-part series.

Facilitated at 23 Schools:

- 6 Elementary and K-8's
- 7 Middle Schools
- 10 High Schools

Examples of Concerns Raised:

- Unfair dress code
- Safety concerns
- Identity specific concerns
- Acts of racism
- Need for more gender neutral bathrooms
- Need for restorative approach to discipline



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ELEVATING FAMILY AND STUDENT VOICE SUPERINTENDENT'S STUDENT ADVISORY COUNCIL (SSAC)

SSAC is a district committee made up of student leaders from each high school in San Juan Unified. The purpose is to develop and propose student identified initiatives to the superintendent that amplify student voice and create positive change on our campuses. Students meet monthly with the superintendent to discuss issues they feel are important to individual campuses and the district as a whole.

Areas of Focus Include:

- Dress code
- District climate survey
- District website redesign
- LCAP listening session
- College and career readiness supports



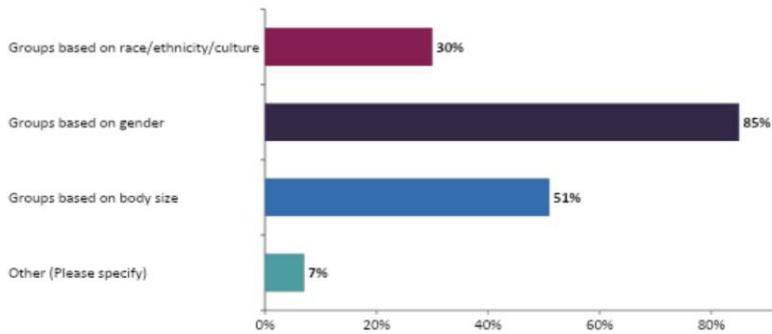
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ELEVATING FAMILY AND STUDENT VOICE SUPERINTENDENT'S ADVISORY COUNCIL (SSAC)

Over 4,500 students took the student dress code survey. The results showed that students believe the current dress code is discriminatory to certain groups of students. A district committee has since been formed and is working on revisions to the policy.

Which groups do you believe the dress code is unfair to?



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PROFESSIONAL DEVELOPMENT

- Leaders & administrators
- District wide
- Professional Learning and Curriculum Innovation (PLI)
- Tools



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PROFESSIONAL DEVELOPMENT DISTRICT LEADERS/ADMINISTRATORS

Event*	Attendance
Fall Equity Summit	235 site and district administrators, administrators, supervisors, and managers
Winter Equity Summit	209 site and district administrators, administrators, supervisors, and managers
Leadership Team Training	71 Site based leadership teams of 5 to 10 educators
Principal and Vice Principal Meetings	110 principals and vice principals
Smooth Start	120 New District Employees
Cultivating Leaders	43 practitioners, mentors, and 51 1 st and 2 nd year principals and vice principals
Education Services Retreat	40 district administrators



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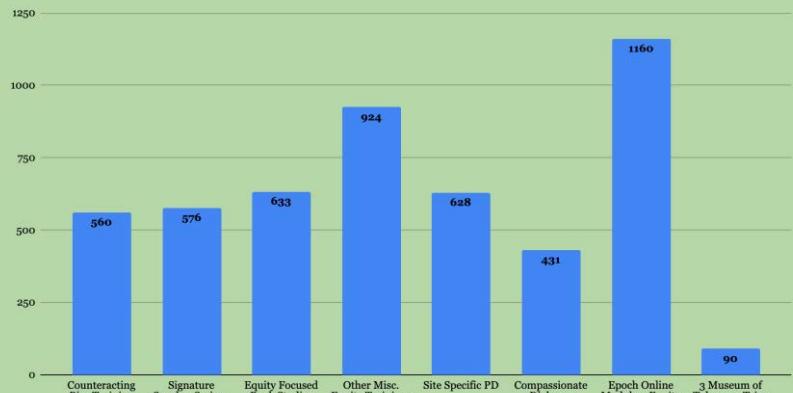


*See attachment C for descriptions

PROFESSIONAL DEVELOPMENT

Equity Professional Development

2020-2023



*See attachment C for descriptions



San Juan
Unified School District

PROFESSIONAL DEVELOPMENT

PROFESSIONAL LEARNING AND CURRICULUM INNOVATION DEPARTMENT (PLI)

- Supporting the implementation of equitable grading practices in content areas
- Engaging practitioners in the integration of social justice standards into all content areas, especially world languages, the arts, English/language arts, and history-social studies
- Supporting the inclusion of instructional resources that provide ways for students to see themselves and others within the curriculum
- Creating more historically accurate and identity-affirming hands-on historical experiences
- Collecting student voice around the ways in which they feel seen, validated, and affirmed in the curriculum



San Juan
Unified School District

PROFESSIONAL DEVELOPMENT

WHAT OUR PRACTITIONERS ARE SHARING

"As with all the book studies I have completed I am different now than I was before I began them. *[Cultivating Genius]*, as much as the others has nudged me more towards a student-centered classroom, instead of where I still reside today - in a teacher centered classroom."

"*[Cultivating Genius]* has definitely influenced how I supplement the books I teach. I will avoid the single story of oppression and balance it with stories of accomplishment. I will also highlight criticality in my lesson planning and continue to focus on layering history and other texts. Thank you for supporting my journey in equity and representation in my classroom."

"I think using the [social justice standards] regularly across the content areas will support students in becoming more empathetic, equitable, and anti-biased, anti-racist citizens who are inclusive of others who are different from them."

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PROFESSIONAL DEVELOPMENT

EQUITY DEPARTMENT AND PLI

- Support the work to integrate student voice into curricular and content decisions
- Address historical reenactments and events
- Social Justice Institute with Sacramento state professors
- Visits to the Museum of Tolerance

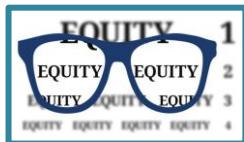


Social Justice Institute

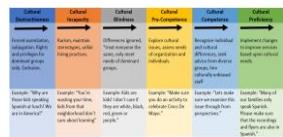
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PROFESSIONAL DEVELOPMENT TOOLS



Discourse 1	Discourse 2
Singular truths	Multiple stories
Improving what exists	Addressing root causes
Answers & technical fixes	Inquiry & adaptive challenges
Externalization/blame	Internal reflection
"Look out the window"	"Look in the mirror"
Limited time & ability	Getting started anyway



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San Juan
Unified School District

DEPARTMENTAL COLLABORATION

- Human Resources
- Student Support Services
- Multi-Tiered System of Supports (MTSS)
- Special Education
- Career Technical Education & CSUS
- Equal Opportunity Schools (EOS)
- Networked Improvement Communities (NIC)

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San Juan
Unified School District

DEPARTMENTAL COLLABORATION

HUMAN RESOURCES DEPARTMENT

Human Resources, teacher residency & the Alder School of Education

This residency model combines immersive hands-on practice in the classroom with educational theory and research in both seminars and online. It takes place in partnership with K–12 San Juan schools in historically underserved communities, and 96% of our graduates obtain full-time teaching positions after completing the program



Teacher Clubs, Teaching Pathway, Dual Enrollment, and Teacher CTE



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DEPARTMENTAL COLLABORATION

STUDENT SUPPORT SERVICES

- Expansion of before and after school programs through ELO-P with priority registration for all foster, homeless, low income, ELL
- Increased transportation options for foster youth and homeless students with district transportation routes and contracted car services
- Increased school community workers to support homeless youth
- Increased school nurse positions
- Began monthly food distribution events with partnership with Sacramento Food Bank
- On-going professional development with middle and high school site principals and vice-principals looking at disproportionality suspension data and increasing alternatives to suspension
- Expanded hours of immunization clinic serving students with no insurance
- Expanded White House Counseling Center mental health services for low-income students by adding mental health workers and interns



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DEPARTMENTAL COLLABORATION SPECIAL EDUCATION DEPARTMENT (SPED)

- Supporting Student Study Teams (SST), Positive Behavior Intervention and Supports (PBIS), and Learning Support Teams (LST)
- Crisis intervention
- Professional development for school sites
- Trauma informed practices
- Behavior supports special education and general education
- Creating academic, and behavioral support plans
- Universal Design for Learning

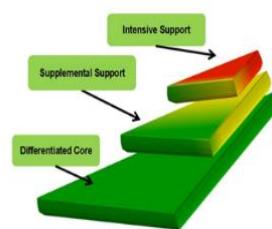


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DEPARTMENTAL COLLABORATION MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

- School counselors and school social workers have provided direct social-emotional learning interventions and support to over 2,600 students
- Expanded SAEBRS (Social Academic and Emotional Behavior Risk Screener) to 26 sites with 11,663 students screened
- Provided behavior support to over 400 students
- In partnership with White House Counseling Center, provided mental health support to 128 students
- Expanded support center services to include high schools.
- Added 3 Coordinators, Trauma Informed Schools to provide additional support for students and families as well as support and training for staff throughout the district



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DEPARTMENTAL COLLABORATION

NETWORKED IMPROVEMENT COMMUNITY (NIC) EQUAL OPPORTUNITY SCHOOLS (EOS)

A NIC* is a team of educators who focus on working collaboratively to support student learning through connected working groups, at multiple levels, and across our system. In community, teams design and test approaches to transform outcomes for students based on an understanding of the root causes and through the combination of diverse strength of the team and network.

The EOS program in SJUSD empowers traditionally marginalized students and their academic support teams to succeed. Through the utilization of carefully selected data points, thorough analysis, resources, and best practices, the EOS program, personnel, and framework ensures that students from marginalized communities participate and succeed in AP and IB classes at the same rates as white and Asian students.

*See attachment D for descriptions



EQUITY IN ACTION

SPOTLIGHT ON SITE BASED EQUITY WORK

MIRA LOMA HIGH SCHOOL



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EQUITY IN ACTION

SPOTLIGHT ON SITE BASED EQUITY WORK

- Established equity team that uses student data to help shape decision making around areas of concern
- Utilizes parent and student listening circles on a regular and consistent basis to address challenges around race and racism
- During Black History Month, students and staff will be celebrating the 1st Annual Black Renaissance festival
- Community Partners – Improve Your Tomorrow & Girls Empowerment Mentoring Support
- Professional Development

- ✓ 1. Improving school culture and diverse representation
- ✓ 2. Accountability for All
- ✓ 3. Expand and prioritize family and student voice



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THANK YOU

Q & A



Historically Black Colleges and Universities (HBCU) Fair

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ATTACHMENT B

Community Partner Descriptions

Organization: Special Team Of Role Models (STORM)

Service Recipients: 3rd-8th grade students from historically underestimated and marginalized communities and school sites that are working on improving student outcomes in our target areas.

S.T.O.R.M's mission is to be exemplary advocates for all children and provide mentorship to students through a strategic and innovative equity lens. Through partnerships with schools and school districts, S.T.O.R.M provides students with the support they need to build or strengthen their foundations in our 9 target areas: Identifying their Core Values, Building Confidence, Developing their Voice, Accessing their Sense of Belonging, Being an Advocate, Effective and Respectful Interpersonal Communication, Exhibiting Compassion and Empathy, Embracing a Positive Identity, and Showing Reliability.

Organization: Black Youth Leadership Project (BYLP)/Black Girl Support Network (BGSN)

Service Recipients: 3rd-8th grade African American girls

BGSN creates a safe environment for Black girls to have thought-provoking conversations and support each other. BGSN also provides civic education and civic engagement training that can assist with helping Black girls work through traumatizing events with the input of relatable site coordinators and successful Black women mentors. We provide access to a strong network of Black women who can walk with SJUSD girls & young women as they navigate the world around them. BGSN supports Black girls' social and emotional needs through a non-clinical lens where mentors and site leads are sounding boards with shared experiences. Open, non-judgmental relationships are at the core of what we do.

Organization: Project Optimism Incorporated (PO)

Service Recipients: 3rd-8th Grade

Project Optimism, Inc. is a community based non-profit organization designed to foster optimism for K-8 students and families through personal development curriculums and community engagement. Specifically, this is practiced by uniting community members in an effort to implement various services to meet the unique needs of the community. This includes K-12 curriculums, workshop coordination of community service projects, and charitable fundraising events for various causes. Project Optimism's mission is to be the catalyst that will properly equip community members with an optimistic mindset to be productive contributors to society.

Organization: Sacramento Area Youth Speaks (SAYS)

Service Recipients: 3rd-12th grade from traditionally underrepresented communities

Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change.

Organization: American River College, Educational Talent Search (TRIO ETS)

Service Recipients: First-Generation Low-Income Students, 6th -12th grade

TRIO ETS, a federally funded program, is designed to prepare and motivate low-income, first-generation college students for success in college. TRIO ETS participants in 6th-12th grade receive college, career, and financial aid information, academic advising, and educational field trips in preparation for successful enrollment and graduation from post-secondary institutions.

Organization: Improve Your Tomorrow (IYT)

Service Recipients: 6th-12th grade

The IYT College Academy serves young men of color at traditional middle and high schools across Northern California and the Central Valley. It aims to increase college readiness (A-G completion), high school graduation, and college attendance and decrease suspension rates and chronic absenteeism. Students can enter any time between 7th to 11th grade. The College Academy operates during the school day and after school, where the program has a physical space at each campus. The program's goal is to enhance the work of counselors, teachers, and administrators—not supplant. Through this program, we are committed to seeing our young men grow, give, and graduate. Additional Notes:

Organization: United College Action Network (U-CAN) Program

Service Recipients: 9th - 12th grade

We help students with the process of getting into college, with an emphasis on HBCU's. We service 7 High Schools in the San Juan District. For our GEMS Program, we help prepare and assist young girls to become their best selves by reducing the likelihood of negative and unsuccessful school experiences and increasing the likelihood of educational advancement through strategic and intentionally designed activities and experiences that address social emotional growth, and career and college readiness.

Organization: California State University Sacramento (CSUS) Racial and Social Justice Professional Development Team

Service Recipients: Teachers and Administrators

The California State University Sacramento Racial and Social Justice Professional Development Team provides ongoing professional development to SJUSD staff, teachers, and administration on inclusive teaching practices, anti-bias education, and curriculum development and implementation.

Organization: Youth Development Network (YDN)

Service Recipients: Administrators, teachers, student group advisors, student leaders

Whether you are running an after-school program for elementary school students, advising an identity club in high school, or supporting and advocating for all students, the principles of Youth Development, and Human Development, greatly impact your organization and the individuals you serve and work with. In the many years that YDN has operated we have created training that can help you identify areas of growth in skill and strengths development and organizational culture and climate.

Organization: Council on American Islamic Relations (CAIR)

Service Recipients: Sacramento Area Communities

San Juan Unified has partnered with CAIR to eliminate violence and improve relations at school sites and in the community. Through careful planning and deliberate action, CAIR provides workshops and supports that addresses student rights, counteract Islamophobia, addressing and reacting to hate speech and hate crimes, and provide general guidelines on how to ensure the safety of your community.

ATTACHMENT C**Professional development descriptions****Slide 22**

TITLE	DESCRIPTION
Fall Equity Summit	This event provides district administrators, site administrators, supervisors, and managers with an opportunity to 1) reconnect with the 8 Point Commitments to Educational Justice, 2) reflect on the way that the commitments show up in their work, 3) engage in equity related breakouts sessions, and 4) identify the supports and tools that they can use to shape their efforts and improve outcomes for students.
Winter Equity Summit	This event provides district administrators, site administrators, supervisors, and managers with an opportunity to 1) engage a refresher on the equity tools that we have accessed as a district, 2) reflect on supports that are needed at their sites, 3) learn about the supports and services that our community partners provide, and 4) practice using their equity tools in challenging scenarios, role plays, and consultancies.
Leadership Team Training	This event provides site level leadership teams with an opportunity to review district policy and identify the potential barriers and challenges to improving outcomes for the students they serve.
Principal and Vice Principal Meetings	These bi-monthly meetings provide site leaders with the opportunity to better access and address district and site level challenges through an equity lens.
Smooth Start	This annual onboarding event provides new employees with an overview of the district, specific guidelines, immediately relevant policies, and our values through whole group and breakout activities.

TITLE	DESCRIPTION
Cultivating Leaders	<p>This program was created to attract and retain diverse staff and build leadership capacity in our SJUSD community in order to partner effectively and respectfully with all members of our educational community. This program consists of monthly seminars, opportunities for extended learning, and support from a mentor. Extended learning opportunities may include customized workshops, shadowing of district leaders, meet the author, book studies, and networking events with district leadership. Monthly seminar topics are based on the California Professional Standards for Educational Leaders and include: Anti-Bias Leadership and Inclusive Practices, Communication Practices, Conflict Resolution, Giving and Receiving Feedback, Group Facilitation, and Reflection.</p>
Education Services Retreat	<p>This event provides teams from the Educational Services department with an opportunity to share the work of their department with their colleagues, build interdepartmental relationship, and lay the groundwork for collaborative actions in the upcoming year.</p>

ATTACHMENT C
Professional Development descriptions
Slide 23

TITLE	DESCRIPTION
Counteracting Bias Pathway	<p>This pathway consists of 7 training sessions from inhouse practitioners and community partners. These professional development opportunities can be requested as a group, or in isolation. The focus of this training is to support and unify our efforts to align our approach to 1) mitigating barriers and 2) taking equitable actions by identifying our biases, identifying the tools to combat them, and then using the tools in scenarios and role plays.</p> <p>The pathway consists of these offerings:</p> <ol style="list-style-type: none"> 1. Your Why and Your Core Values 2. The 8 Point Commitment 3. Counteracting Bias, Bigotry, and Isms 4. Supporting LGBTQ+ Students 5. Cultural Humility Training: Native American Focus 6. Cultural Awareness: Afghan Focus 7. Outward Mindset Training
Signature Speaker Series	<ul style="list-style-type: none"> ❖ Dr. Gholy Muhammad ❖ Dr. Nancy Dome ❖ Shane Safir & Dr. Jamila Dugan ❖ Liz Kleinrock ❖ Dr. Mahzarin Banaji ❖ Dr. Bettina Love ❖ Dr. Dawn Miller
Book Studies	<ul style="list-style-type: none"> ❖ <i>Blindspot</i> - by Mahzarin Banaji and Anthony Greenwald ❖ <i>Caste</i> by Isabel Wilkerson ❖ <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> - by Dr. Gholnecsar (Gholy) Muhammad ❖ <i>Culturally Responsive Teaching and The Brain</i> - Zaretta Hammond ❖ <i>Hacking School Culture: Designing Compassionate Classrooms</i> -by Angela Stockman and Ellen Feig Gray ❖ <i>Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility</i> by Nathan Maynard ❖ <i>How to Be An Anti-Racist</i> - Ibram X. Kendi ❖ <i>Latina Teachers- Creating Careers and Guarding Culture</i> by Glenda Flores

TITLE	DESCRIPTION
Book Studies Continued	<ul style="list-style-type: none"> ❖ <i>Let's Talk About Race (and Other Hard Things): A Framework for Having Conversations That Build Bridges, Strengthen Relationships, and Set Clear Boundaries</i> - by Dr. Nancy Dome ❖ <i>Me & White Supremacy</i> - Layla F. Saad ❖ <i>Onward: Cultivating Emotional Resilience in Educators</i> -by Elena Aguilar ❖ <i>Pushout</i> - Monique W. Morris ❖ <i>So You Want To Talk About Race</i> - by Ijeoma Oluo ❖ <i>Start Here, Start Now: A Guide to Anti-bias and Antiracist Work in Your School Community</i> by Liz Kleinrock ❖ <i>Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation</i> by Shane Safir & Dr. Jamila Dugan ❖ <i>We Want to do More Than Survive-</i> by Bettina Love ❖ <i>White Fragility</i> by Robin DiAngelo
Other Misc. Equity Trainings	<ul style="list-style-type: none"> ❖ Developing and Using your Equity Lens ❖ Creating an Inclusive School Environment ❖ Equity Department PD Overview ❖ Supporting LGBTQ+ Youth ❖ Outward Mindset Training ❖ Cultural Humility Training ❖ Youth Development Essentials
Site Specific PD- facilitated by Equity Liaisons	<ul style="list-style-type: none"> ❖ Social Justice and Teaching Tolerance in Social Studies ❖ LGBTQ Education and Inclusive Practices ❖ Inclusive and Alternative Behavior Practices ❖ Creating an Inclusive School Environment ❖ Equitable Practices ❖ Implicit and Explicit Bias ❖ Anti-Bias Education - Moving Beyond the Dominant Narrative in History-Social Science Instruction ❖ Equity 101 ❖ The Trauma of Racism ❖ Understanding the Cultures We Serve: Identities and Labels ❖ Consuming Media and Literature Through a Race Conscious Lens

TITLE	DESCRIPTION
Compassionate Dialogue - Epoch Education	Utilizing a compassionate lens while engaging in conversation or a discussion to resolve a problem or find a solution through connection and showing empathy for others.
Epoch Modules- online modules available to all staff to take asynchronously at their convenience.	<ul style="list-style-type: none"> 1. Becoming Racially and Ethnically Conscious 2. Beyond He or She 3. Compassionate Dialogue - Using the RIR Protocol - EXTENDED 4. Contemporary Barriers to Student Success 5. Finding the Parallels Between Microaggressions and Implicit Bias 6. How to be an Ally Against LGBTQ Bullying 7. How to Talk About Race 8. Microaggressions in Action 9. Supporting Student Empowerment 10. The Impact of Microaggressions
3 Museum of Tolerance Trips	In this institute participants learn about the Learning for Justice (formerly Teaching Tolerance) Social Justice Standards and a unique pedagogical approach that integrates identity, diversity, justice and action into instructional planning and delivery. This interactive, dynamic experience includes discussion and activities that uplift the themes of the Museum of Tolerance, using Museum content and facilitators. Workshops are led by experts from Learning for Justice, and stretch our understanding and application of social justice education goals and embed social emotional learning within an academic content.



Networked Improvement Community (NIC)

How might we combine our collective strengths as a community of learners to co-design and re-imagine systems of support for our African American students and Students with Disabilities?

What is a NIC?

Network improvement communities are intentional, committed, cross-site groups of educators engaged in process of collective and participatory learning. In community, teams design and test approaches to transform outcomes for students based on an understanding of the root causes and through the combination of diverse strength of the team and network.

Requirements?

Members must commit to attending all network meetings as well as participating in cross-site visits. With that said, we understand that life happens. We're happy to work with team to ensure all members recover learning from events missed due to unforeseen circumstances.

Who can join?

Sites identified for Targeted Support and Improvement for the SWD/African American student group will have priority enrollment. Other teams that apply will be placed on a wait list and added as space allows.

Team inclusion guidelines:

1. Administrative SLT representative
2. Elected SLT representative
3. Special Education Teacher
4. General Education Teacher
5. Optional, flexible slot based on site needs (classified)
6. Optional, flexible slot based on site need (certificated)

Please register for the NIC by using the QR code or link below

Use the link or **scan** below to register



<https://forms.gle/QWxEVSBEq8ddgUr47>



NIC SEQUENCE

Sequence

Noticing/Empathy

Interpret/Ideating

Prototyping

Scaling/Re-Testing

Moving forward together

QUESTIONS? CONTACT:

Nicodemus Ford – nf@nicodemusford.org
510-316-2515

Kristan Schnepp – kschnepp@sanjuan.edu
916-971-7364

All sessions will be held through **ZOOM** unless notified otherwise

Meeting time: 4:00 PM - 5:00 PM

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

AGENDA ITEM: I-2

MEETING DATE: 02/28/2023

SUBJECT: Instructional Materials Update

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board hear a report regarding the decision-making processes that support the adoption, implementation, and ongoing support for adopted instructional materials.

RATIONALE/BACKGROUND:

The intent of this report is to prepare the Board of Education with common and foundational knowledge related to the instructional materials adoption process. In this report, the board will learn about the specific legislative and policy parameters that guide instructional materials decisions and the conditions and context under which these decisions are made. The board will also enhance their understanding of important concepts as they relate to instructional materials adoptions, as well as the intentional steps taken in order to support, maintain, and refresh those adoptions over time. This presentation will prepare the board for the upcoming instructional materials recommendations for the 2023-2024 school year, which will occur at the regularly scheduled board meeting on April 11, 2023.

ATTACHMENT(S):

- A: Presentation
B: Instructional Materials Pilot and Adoption Schedule

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: 1&2 Focus: All
Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicole Kukral, Director, Professional Learning and Innovation
Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs^{KS}

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools M.B.

Instruction is the Road, Curriculum is the Vehicle, Learning is the Destination

Setting the Context for Upcoming Instructional
Materials Adoptions

Board of Education

February 28, 2023

Nicole Kukral, Director, Professional Learning and Innovation



Curriculum, Standards, Instructional and Student Services Committee (C&S)

In the context of instructional materials adoptions, this committee engages in the following work:

- Providing input and feedback to the curriculum department in terms of the materials adoption process
- Serving on instructional materials committees as a community voice
- Reviewing the instructional materials recommendations before they go to the board for discussion and action

2



Agenda



Let's Go on a Journey

Before we do, we need to know the rules of the road



State legislation

Board policy



4



We also need to be mindful of the weather and road conditions



SJUSD Commitments



Shared beliefs and collaborative agreements

Community context

Internal processes and procedures



5



Rules of the Road: Examples

Legislation:

- Adopted standards
- Timeline for framework and state curriculum adoption
- Graduation requirements (e.g. Ethnic Studies)
- Content requirements (e.g. Fair, Accurate, Inclusive, and Respectful Education [FAIR] Act, California Healthy Youth Act [CHYA])

Board Policy:

- Policies and timeline for adopting instructional materials (e.g. after the state vets and adopts aligned materials)
- Local graduation requirements

6



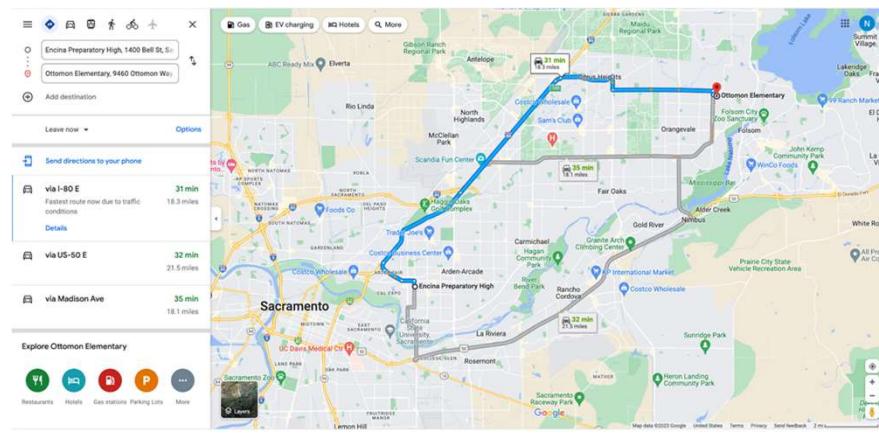
Conditions: Examples

- 8-point Commitment for Educational Justice
- Collective Bargaining Agreements
- Relevant global, national, and community events (e.g. the COVID-19 pandemic, staffing shortages)
- Current fiscal reality and existing budgets
- Internal processes for adopting instructional materials

7



Standards, Instruction, Curriculum, and Professional Learning: What We Can Learn from Google Maps



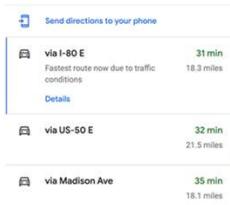
8



Our Journey: The Essentials



Standards: The destination, goals for student learning at each grade level and/or course (e.g. Common Core State Standards, Next Generation Science Standards, Arts/PE, History-Social Science, etc.)



Instructional Frameworks: Recommendations for *how* we might guide students (through instruction) to successfully meet the grade-level standards

Core Curriculum: The instructional materials provided to all teachers to support their students' journey toward standards proficiency



9



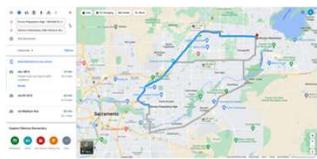
Enhancing the Journey



Supplemental Curriculum: Additional or different instructional resources that teachers use after making informed decisions about their students' needs



Professional Learning: The ways we work together in community to support the growth of professional practice. Informed by both student data and practitioner needs



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Our Maintenance Plan

Our continual refresh of curriculum is driven by the following:

- Legislated timelines for the adoption of state frameworks and instructional materials
- The year materials were last adopted by SJUSD (generally, every 7 years, but that changes based on a variety of factors)
 - Framework > State adoption > Local adoption (within 36 months after state adoption for K-8)
- Our multi-year budget projections
- Important considerations (e.g. not more than one core adoption for elementary in the same year)

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Adoption Matrix

Instructional Materials Pilot and Adoption Schedule

Updated 10/13/22

The Chart below shows the year in which a pilot is anticipated. Typically, implementation occurs the next year. Please note this chart is a work in progress and is subject to change.

State Timeline	Language Arts/Reading	Mathematics	Science & Health	Social Science	World Languages
2021-2022	Framework: July 2027 K-8 Matrix: Nov. 2028	Framework: Nov. 2021 TK-8 Matrix: Jan. 2023	Science Framework: Nov. 2016 TK-8 Matrix: Nov. 2018 Health Framework: May 2019	Framework: July 2016 K-8 Matrix: Nov. 2017	Framework: 2001 Framework: 2020
2022-2023	9 - 12 English, AP Language and AP Literature ERWC IB English	Integrated Math 1-3 Statistics, AP Pre-Calculus AP Calculus A/B & B/C	Chemistry in the Earth System, honors Biology, The Living Earth, honors 9 - 12 IB Science 9 - 12 IB MYP Science Environmental Science	I	Spanish 1-4
2023-2024	Independent Living Skills	TK-8 Math-tabled until framework is adopted by the SBE Independent Living Skills	Physiology, honors Physical Anthropology Crime Science Physics of the Universe, honors	Economics IB History of Americas Ethnic Studies	French 1-4, AP/IB
2024-2025			Independent Living Skills Biotechnology and Bioethics	Sociology AP US History AP Psychology Psychology (non-AP)	AP Spanish Language IB Spanish 1 & 2
2025-2026		Financial Math 4 - 8 Intensive Math Intervention * Math Modeling Quantitative Reasoning Math Foundations Workshop	5 - 12 Health Supplemental Materials Organic Chemistry	AP Government AP Economics AP History American Government AP Anthropology	Japanese 1-4, AP/IB
2026-2027	4 - 8 Intensive Reading Intervention *		6 - 8 Science *	6 - 5 Social Science * 6 - 8 History * 9 - 10 World History 11 US History AP Human Geography	Chinese 1-4, IB American Sign Language 1-4 Spanish for Heritage Learners 2 & 3
2027-2028		IB Math	TK - 5 Science * AP/IB Chemistry AP/IB Biology AP/IB Physics AP/IB Environmental Science IB Environmental Systems and Sciences	IB Global Studies IB Economics SL Geography AP Micro Economics AP European History	AP Spanish Literature & Culture

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The most up-to-date version of the matrix is at this link: <https://www.sanjuan.edu/Page/23518>

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Steps of the Adoption Process

Initial Curriculum Vetting

- Committee formation
- Pre-screen submissions
- Publisher presentations

Result: Select materials for pilot

Piloting

- Pilot in six to eight week cycles
- Schedule community events and public review

Result: Recommend materials for adoption

Presenting the Recommendation

- Present to C&S
- Present to Board of Education

Result: Adopt and purchase materials

Communication with and feedback from staff, students, and families

13



Next Steps

- **February - May:** C&S Committee Curriculum Series
- **March:** District K-12 Math update
- **April:** New instructional materials adoptions and new courses
Board discussion and action

14



Instructional Materials Pilot and Adoption Schedule

Updated 10/13/22

The Chart below shows the year in which a pilot is anticipated. Typically, implementation occurs the next year. Please note this chart is a work in progress and is subject to change.

	Language Arts/Reading	Mathematics	Science & Health	Social Science	World Languages
State Timeline	Framework: July 2027 K-8 Matrix: Nov. 2028	Framework: Nov. 2021 TK-8 Matrix: Jan. 2023	Science Framework: Nov. 2016 TK-8 Matrix: Nov. 2018 Health Framework: May 2019	Framework: July 2016 K-8 Matrix: Nov. 2017	Framework: 2001 Framework: 2020
2021-2022			Chemistry in the Earth System, honors Biology: The Living Earth, honors 9 - 12 Health 9 - 12 IB MYP Science Environmental Science		Spanish 1-4
2022-2023	9 - 12 English, AP Language and AP Literature ERWC IB English	Integrated Math 1-3 Statistics, AP Pre-Calculus AP Calculus A/B & B/C	Physiology, honors Physical Anthropology Crime Science Physics of the Universe, honors	Economics IB History of Americas Ethnic Studies	French 1-4, AP/IB
2023-2024	Independent Living Skills	TK-8 Math-tabled until framework is adopted by the SBE Independent Living Skills	Independent Living Skills Biotechnology and Bioethics	Sociology AP US History AP Psychology Psychology (non-AP)	AP Spanish Language IB Spanish 1 & 2
2024-2025		Financial Math 4 - 8 Intensive Math Intervention * Math Modeling Quantitative Reasoning Math Foundations Workshop	5 - 12 Health Supplemental Materials Organic Chemistry	AP Government AP Economics AP World History American Government Cultural Anthropology	Japanese 1-4, AP/IB
2025-2026			6 – 8 Science *	TK - 5 Social Science * 6 - 8 History * 9 - 10 World History 11 US History AP Human Geography	Chinese 1-4, IB American Sign Language 1-4 Spanish for Heritage Learners 2 & 3
2026-2027	4 - 8 Intensive Reading Intervention *				AP Spanish Literature & Culture
2027-2028		IB Math	TK – 5 Science * AP/IB Chemistry AP/IB Biology AP/IB Physics AP/IB Environmental Science IB Environmental Systems and Sciences	IB Global Studies IB Economics SL Geography AP Micro Economics AP European History	

* Indicates the timing of the pilot is dependent on the approval of a specific state instructional materials matrix.

Unless otherwise noted, adoptions for all classes, including those for ELL, Special Education and Advanced Placement classes will be considered together.

Notes 1) "State Timelines" shows the past or estimated data for state approval. Local TK-8 materials purchases must be made within 24 months of matrix approval. 2) VAPA, CTE and Physical Education instructional materials may be adopted based on need (VAPA Framework: 2020; CTE Framework: 2007; Physical Education: 2020)

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

AGENDA ITEM: I-3

MEETING DATE: 02/28/2023

SUBJECT: Camp Winthers Fee Increase

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the fee increase for Camp Winthers summer camp programs and fall, weekend group usage.

RATIONALE/BACKGROUND:

Environmental education programs have been conducted at Camp Winthers since 1957 and is owned and operated by the San Juan Unified School District. The fees and rates for the Camp Winthers summer program and the fall/weekend camp rental components have been static for more than a decade. Meanwhile, operating costs have continued to rise. Camp Winthers fees are significantly lower than comparable programs in the region. This is a feature that has kept the program accessible to families who otherwise would not be able to afford summer camp. However, the current revenue structure is running at a deficit. The recommendation is to incrementally increase fees next year and continually review and analyze the budget.

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

Facilities Committee: 02/07/2023

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/23/2023, 02/06/2023, 02/13/2023

Board of Education: 02/14/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: 1&2 Focus: All

Action: N/A

Strategic Plan: N/A

PREPARED BY:

John Infelise, Program Coordinator, Camp Winthers
Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs^{KS}

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools *MB*

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

AGENDA ITEM: I-4
MEETING DATE: 02/28/2023

SUBJECT: Public Hearing: Conveyance of Easement at Sunrise Technical Center to the Citrus Heights Water District

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board call a public hearing to solicit public comment and adopt Resolution No. 4072 declaring the conveyance of a permanent easement at Sunrise Technical Center to the Citrus Heights Water District.

RATIONALE/BACKGROUND:

The Citrus Heights Water District is requesting the granting of a permanent utility easement at Sunrise Technical Center, APN #257-0040-024-0000, for the purposes of construction a water well and related appurtenances. This easement is necessary for the purposes of constructing, installing, maintaining, using, operating, inspecting, repairing, and servicing a water well, and related appurtenances and uses, as further described.

ATTACHMENT(S):

- A: Resolution No. 4072
B: Citrus Heights Water District Easement Agreement
C: Aerial Exhibit

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 02/14/2023
Superintendent's Cabinet: 02/06/2023, 02/13/2023

FISCAL IMPACT:

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

LCAP/STRATEGIC PLAN:

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

PREPARED BY: Frank Camarda, Chief Operations Officer 

APPROVED BY: Melissa Bassanelli, Superintendent of Schools 

RESOLUTION NO. 4072

**RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION CONVEYING EASEMENT IN REAL PROPERTY TO
CITRUS HEIGHTS WATER DISTRICT**

WHEREAS, San Juan Unified School District (“District”) owns real property located at 7322 Sunrise Boulevard, Citrus Heights,, California, in the County of Sacramento, State of California, bearing Assessor’s Parcel Number (“APN”) 257-0040-023-0000;

WHEREAS, Citrus Heights Water District (“CHWD”) has requested that the District convey to CHWD, a Public Facilities Easement (“Easement”) for water utility purposes, over a small area of real property on APN 257-0040-023-0000 which is adjacent to CHWD parcel APN 257-0040-023-0000, located on Canelo Hills Drive, Citrus Heights, California, in the County of Sacramento, as generally described and depicted in Exhibit A (“Easement Area”);

WHEREAS, the purpose of the Easement is for CHWD to construct, maintain, and operate certain water utility infrastructure; and

WHEREAS, the Easement will not now and will not at the time of delivery of possession to CHWD be needed exclusively for classroom or other purposes by the District; and

WHEREAS, it is in the best interest of the District to transfer the Easement to CHWD in that CHWD will maintain the public utility improvements; and

WHEREAS, pursuant to Education Code section 17557, et seq., the District adopted a Resolution of Intention to Convey Easement at its meeting of February 14, 2023, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on February 28, 2023; and

WHEREAS, no written protests were filed in connection with the proposed conveyance of said Easement.

NOW, THEREFORE, the San Juan Unified School District Board of Education does hereby resolve as follows:

Section 1 Recitals. The foregoing recitals are hereby adopted as true and correct.

Section 2 Conveyance of Easement. Pursuant to Education Code sections 17556, et seq., the District hereby conveys to CHWD the above-described Easement for so long as such Easement is used for the aforesaid purposes. Whenever the Easement is no longer used aforesaid purpose, the interest hereby conveyed shall automatically revert to the District or its successors.

Section 3 Execution of Easement Deed. The Secretary of Board of Education of the District is hereby authorized to execute an easement deed or deeds for the conveyance of the Easement to

CHWD on behalf of the District, subject to such changes to the terms of the easement deed or deeds as may be necessary or appropriate to carry out the provisions of this authorizing Resolution.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on February 28, 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

**Zima Creason, President
San Juan Unified School District
Board of Education**

Attest:

**Steve Miller, Clerk
San Juan Unified School District
Board of Education**

EASEMENT AGREEMENT FOR CONSTRUCTION OF WATER WELL

San Juan Unified School District, a political subdivision of the State of California, who acquired title as Arcade School District of Sacramento County, a political subdivision of the State of California (hereinafter referred to as "Grantor"), does hereby agree to grant to **Citrus Heights Water District** a California irrigation district ("Grantee"), a permanent exclusive utility easement on Grantor's real property in the County of Sacramento, State of California, bearing Assessor's Parcel Number 257-0040-024-0000, for the purpose of constructing a water well and related appurtenances, as further described in the Grant of Permanent Exclusive Utility Easement attached hereto as **Exhibit "1"** and made a part hereof ("Permanent Easement"), and as bounded and described in **Exhibits "A" and "B"** to the Permanent Easement ("Easement Area"). Through this agreement, Grantee and Grantor are sometimes collectively referred to herein as "Parties" or individually as "Party."

COVENANTS, TERMS, CONDITIONS AND RESTRICTIONS

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Grantee and Grantor covenant and agree as follows:

1. **Permanent Easement.** Pursuant to the terms herein, Grantor shall sell, and Grantee shall purchase, the Permanent Easement for the purpose of constructing, installing, maintaining, using, operating, inspecting, repairing, and servicing a water well, and related appurtenances and uses, as further described in the Permanent Easement.

2. **Ownership of the Underlying Property.** Grantor reserves the rights and incidents of ownership of the underlying fee interest in the Easement Area, provided that such incidents of ownership shall not hinder, conflict, or interfere with, or otherwise frustrate the exercise of Grantee's rights hereunder.

3. **Purchase Price.** Grantee shall pay to Grantor One Hundred Fifteen Thousand Dollars (\$115,000.00) ("Purchase Price") in consideration of the Permanent Easement. The entire balance of the Purchase Price, less any credits due to Grantee, as expressly provided herein, shall be due from Grantee on the date of conveyance.

4. **Effective Date.** For purposes of this agreement, the "Effective Date" shall be the date upon which this agreement has been executed by all Parties.

5. **Compliance with Law.** Grantee shall use due care in the construction, operation and maintenance of the Easement Area, and all fixtures and appurtenances located within the Easement Area. Grantee and its contractors and subcontractors shall comply with the requirements of Education Code sections 45125.1 and 45125.2 during the use of the Permanent Easement and Easement Area by Grantee, its contractors, and subcontractors.

6. **Maintenance and Use of the Easement Area.** Grantee shall, at its sole cost and expense, maintain and keep the Easement Area in good order and condition. Grantee use of the Easement Area shall not interfere with the Owner's regular operation of its property.

7. **Indemnification.**

(a) Grantee shall indemnify, defend, and hold harmless Grantor, its Board, Board members, officers, employees, agents, representatives, and invitees, from and against any action, cause of action, suit, expense, demand, loss, damage, claim, cost, judgment, injury or liability whatsoever, including reasonable attorney's fees (collectively, "Liability"), resulting from Grantee's exercise of its rights under this Permanent Easement, including its access to and ingress and egress on the Easement Area. Notwithstanding the foregoing, Grantee shall not be required to indemnify any such parties from Liability caused by the sole negligent act or intentional misconduct of Grantee, its Board, Board members, officers, employees, agents, representatives, and/or invitees.

(b) Grantor shall indemnify, defend, and hold harmless Grantee, its Board members, officers, employees, agents, representatives, and invitees, from and against any action, cause of action, suit, expense, demand, loss, damage, claim, cost, judgment, injury or liability whatsoever, including reasonable attorney's fees, resulting from any interference by Grantor with Grantee's rights under the Permanent Easement, or any damage to Grantee's facilities or improvements caused by Grantor resulting from the negligence or willful misconduct of Grantor or any of Grantor's Board, Board members, officers, employees, agents, representatives, and/or invitees.

8. Insurance. Grantor shall keep all existing insurance policies insuring the Easement Area against property damage and liability, if any, in full force and effect pending this transaction. Upon recordation of the Permanent Easement, Grantee shall be responsible for maintaining all insurance for the Easement Area, including but not limited to all insurance in relation to constructing, installing, maintaining, using, operating, inspecting, repairing, and servicing a water well, and related appurtenances and uses. Grantee shall also provide the following:

a) General Liability

Grantee shall maintain commercial general liability insurance with coverage at least as broad as Insurance Services Office form CG 00 01, in an amount not less than two million dollars (\$2,000,000) per occurrence for bodily injury, personal injury, and property damage, including without limitation, blanket contractual liability. Grantee's general liability policies shall be endorsed using Insurance Services Office form CG 20 10 (or equivalent) to provide that Grantor and its officers, officials, employees, and agents shall be additional insureds under such policies.

b) Auto Liability

Grantee shall provide auto liability coverage for owned, non-owned, and hired autos using ISO Business Auto Coverage form CA 00 01 (or equivalent) with a limit of no less than two million dollars (\$2,000,000) per accident.

9. Allocation of Costs. Grantee will pay any and all recording fees and County/City documentary transfer taxes incurred in connection with the recording of the Grant of Permanent Easement.

10. Notices. All notices under this Agreement must be in writing and will be effective: (a) immediately upon delivery in person or by email, provided delivery is made during regular business hours; or (b) upon the actual delivery to the recipient if delivered (i) by a reputable overnight courier service (such as Federal Express) providing confirmation of delivery or (ii) by certified mail. The inability to deliver because of a changed address of which no notice was given, or rejection or other refusal to accept any notice, shall be deemed to be the receipt of the notice as of the date of such inability to deliver or rejection or refusal to accept. Any notice to be given by any Party may be given by the counsel for such Party. All notices must be properly addressed and delivered to the Parties as applicable, at the addresses below or at such other addresses as either Party may designate by written notice.

If to Grantor: San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
Frank.Camarda@sanjuan.edu

If to Grantee: Citrus Heights Water District
[Address]
Attention: _____
Email: _____
Phone (Office): _____

Phone (Cell): _____

11. **Recordation.** Upon full execution, the Permanent Easement shall be recorded in the Official Records of Sacramento County, State of California.

12. **Governing Law.** This agreement and the Permanent Easement shall be construed and governed in accordance with the laws of the State of California, without regard to principles of conflicts of law.

13. **Amendment.** No amendment, supplement or modification of this agreement or the Permanent Easement shall be binding unless executed in writing by the Parties and recorded in the Official Records of Sacramento County.

14. **Drafting Ambiguities; Headings.** The Parties agree that they are aware that they have the right to be advised by counsel with respect to the negotiations, terms and conditions of this agreement, and the decision of whether or not to seek advice of counsel with respect to this agreement is a decision which is the sole responsibility of each Party. This agreement shall not be construed in favor of or against any Party by reason of the extent to which each Party participated in the drafting of the agreement. Headings in this agreement are for convenience only and are not to be used in the construction or interpretation of this agreement.

15. **Authority and Execution.** This agreement, which is valid only when executed by Grantee and Grantor, together with the Permanent Easement, constitutes the complete understanding and agreement of the Parties hereto and no oral representation shall in any manner vary the terms hereof or be binding. The effectiveness of this agreement and any amendment hereto is contingent upon approval or ratification by the Owner's Governing Board.

16. **Entire Agreement.** This agreement supersedes any and all oral or written agreements between the Parties regarding the Permanent Easement which are prior in time to this agreement, and this agreement, together with the Permanent Easement, contains the entire agreement between the Parties as to the subject matter hereof. The Parties shall not be bound by any prior understanding, agreement, promise, representation, or stipulation, express or implied, not specified herein.

17. **Severability.** If any one or more of the provisions of this agreement should be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the Parties contained herein are not materially prejudiced and the intentions of the Parties continue to be effective.

18. **Authorization.** Each Party represents to the other Party that such Party has authority under all applicable laws to enter into this agreement, that all of the procedural requirements imposed by law upon each Party for the approval and authorization of this agreement have been properly completed, and that the persons who have executed the agreement on behalf of each Party are authorized and empowered to execute said agreement.

19. **No Third-Party Beneficiaries.** Nothing in this agreement shall be construed to confer any third-party benefit on any other person not a party hereto, including but not limited to any broker, with respect to this agreement.

20. **Warrant of Signature Authority.** The Grantor warrants the signature appearing on this instrument of real property (i.e., Grant of Permanent Easement) has the legal and requisite signatory authority for the conveyance of Grantor's real property interest. Further, the Parties acknowledge and agree that this Grantee, which is a private corporation, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this _____ day of _____, 2023

GRANTOR

**San Juan Unified School District,
a California School District**

GRANTEE

**Citrus Heights Water District,
a California Irrigation District**

EXHIBIT "A"
WELL EASEMENT

A portion of the parcel granted to the San Juan Unified School District in the Grant Deed recorded in the office of the Recorder of Sacramento County in Book 911223, Page 53 of Official Records, being located in the Northeast Quarter of Section 25, Township 10 North, Range 6 East, M.D.M., in the City of Citrus Heights, County of Sacramento, State of California, being more particularly described as follows:

Beginning at a point on the South line of said parcel granted to San Juan Unified School District being the Southwest corner of the parcel granted to the Citrus Heights Water District (formerly known as Citrus Heights Irrigation District) in the Grant Deed recorded in the office of the Recorder of Sacramento County in Book 911223, Page 56 of Official Records, said parcel granted to the Citrus Heights Water District is delineated on the Record of Survey filed in Book 50 of Surveys, at Page 10 in the office of the Recorder of Sacramento County, Thence, from said Point of Beginning, along the South line of said parcel granted to the San Juan Unified School District South 89°53'52" West 157.54 feet;

Thence, leaving said South line, parallel to the right of way of Canelo Hills Drive as shown on said Record of Survey, North 00°23'58" East 188.00 feet

Thence, parallel to the South line of the parcel granted to San Juan Unified School District North 89°53'52" East 231.55 feet to the West line of Canelo Hills Drive as shown on said Record of Survey;

Thence, along said West line South 00°23'58" West 158.00 feet to the North line of said parcel granted to the Citrus Heights Water District;

Thence, along the North and West lines of said parcel granted to the Citrus Heights Water District the following four (4) courses:

- 1) South 89°53'52" West 24.01 feet;
- 2) North 45°06'08" West 28.28 feet;
- 3) South 89°53'52" West 29.83 feet;
- 4) South 00°23'58" West 50.00 feet to the Point of Beginning.

Containing 0.930 Acres, more or less.

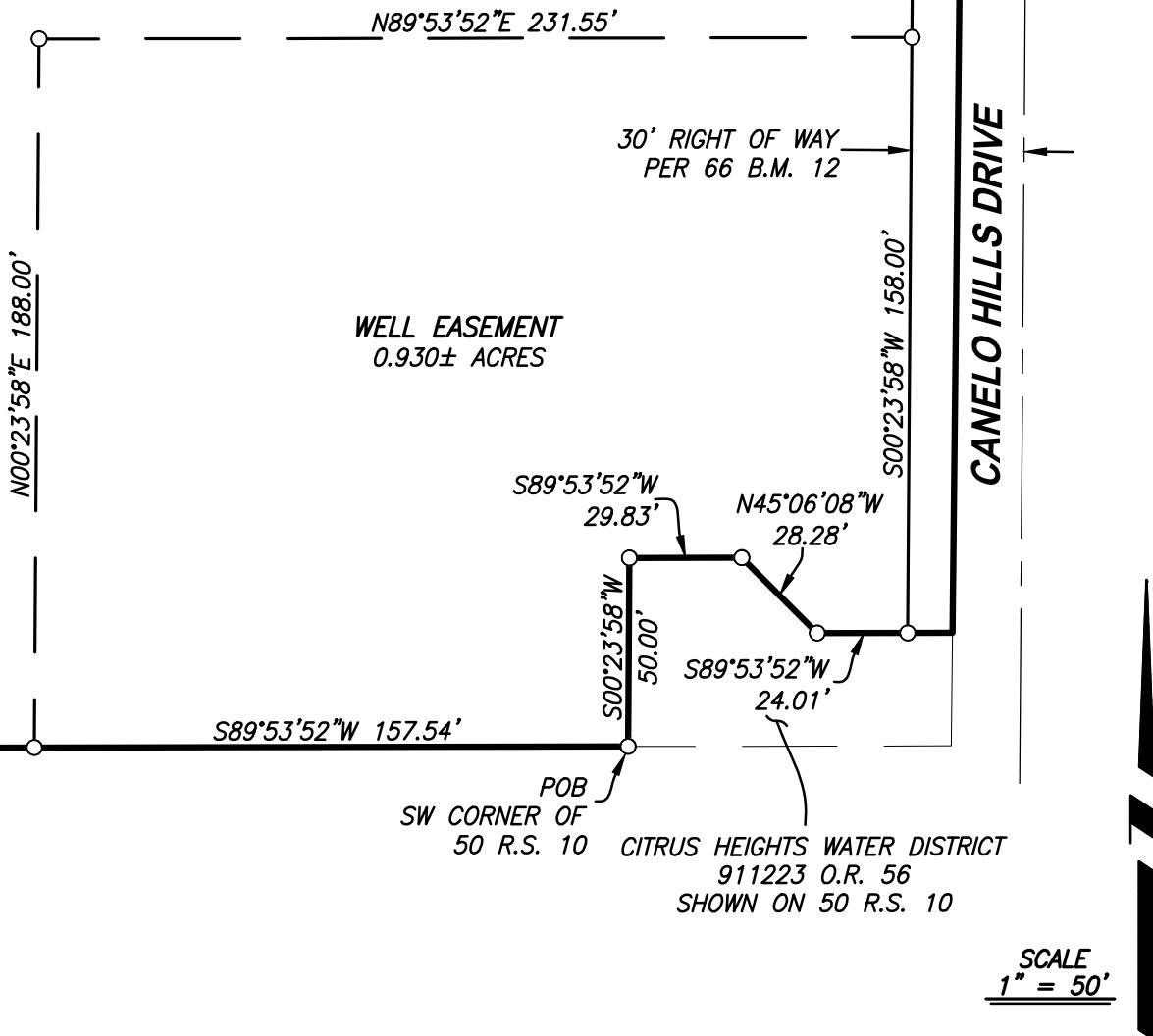


12/13/2022



EXHIBIT "B"

SAN JUAN USD
911223 O.R. 53



WELL EASEMENT
A PORTION OF BOOK 911223 O.R. PAGE 53
IN THE NW 1/4 OF THE NW 1/4 OF THE NE 1/4
OF SECTION 25, T. 10N., R. 6E., M.D.M
CITY OF CITRUS HEIGHTS, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA

CenterPoint Engineering, Inc.

Civil Engineering & Land Surveying
4230 ROCKLIN ROAD, SUITE 200 • ROCKLIN, CA • 95677
Phone: 916-773-4006 Fax: 916-773-4498

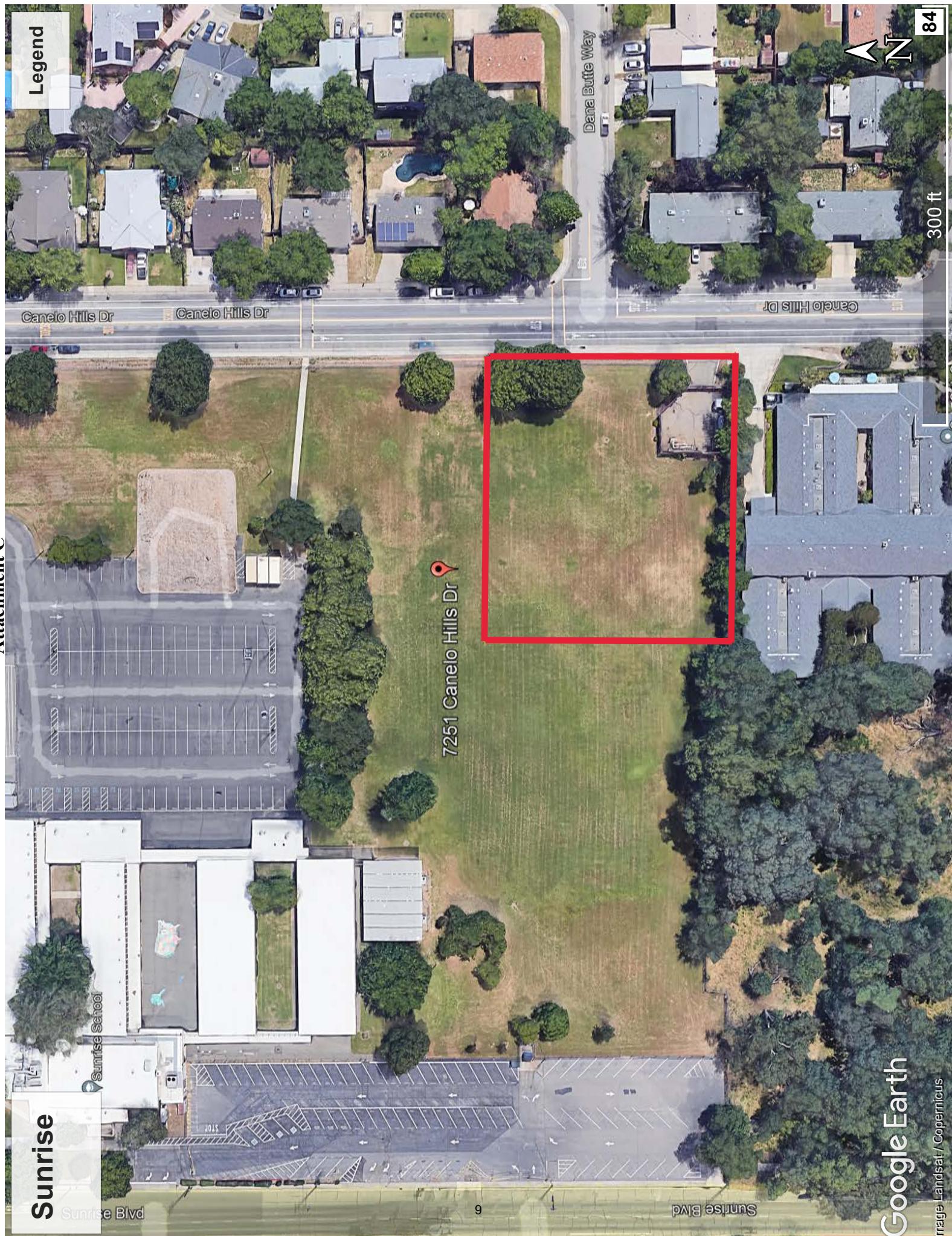
FILE: K:\264800\SURVEY\EXHIBIT B.dwg

DRAWN BY:	BB
CHECKED BY:	AE
SHEET:	1 OF 1
DATE:	12-13-22



Attachment C

Legend



Sunrise

Sunrise Blvd

9

Sunrise Blvd

Google Earth

Image Landsat / Copernicus

84

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

AGENDA ITEM: I-5

MEETING DATE: 02/28/2023

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services—TK-12 Certificated

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending the board adopt:

1. Resolution No. 4066, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result (attachment 1).
2. Resolution No. 4067, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire (attachment 2).

RATIONALE/BACKGROUND:

Each year through a comprehensive student needs assessment, all school sites participate in a process to align student needs to site allocations. As the needs and resources (and often enrollment) change, staffing also changes. At the local level, each school site engages staff, students, parents, and educational partners in various ways to determine the most beneficial actions. Through the needs assessment process, the site determines what positions need to be eliminated, retained, or shifted. The elimination of (or planned elimination of) particular kinds of service (PKS) determines the PKS list.

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control Accountability Plan (LCAP). This is addressed through the collective work of our entire community and the district is fortunate to have families, local leaders and employees who recognize and value the importance of public education. Instructional leaders are continually evaluating allocation of resources and program delivery models. To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2023-24 school year.

As a result of the need to make changes, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

ATTACHMENT(S):

- 1: Resolution No. 4066, reducing or discontinuing particular kinds of services.
- 2: Resolution No. 4067, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/30/2023, 02/06/2023, 02/13/2023

Board of Education: 02/14/2023

FISCAL IMPACT:

Current Budget: \$ N/A
Additional Budget: \$ N/A

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A
Action: N/A

Funding Source: N/A

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

Current Year Only Ongoing

Strategic Plan: N/A

PREPARED BY: Deann Carlson, Director, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Melissa Bassanelli, Superintendent of Schools *Pao* *MB*

SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4066

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2023-2024 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, “the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render”.

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and his designees are directed and authorized to negotiate and sign layoff agreements with any employee in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2023-2024 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets BOTH criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, and
 - b. Has taught the course(s) for at least one semester in the current school year or any of the five preceding school years.
5. Teachers are deemed to be “certificated and competent” to teach any class that is not a Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets EITHER criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, or
 - b. If there is no credential issued by the State of California associated with the course(s) being taught, holds a valid multiple or single subject credential and

has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

6. Teachers will not be subject to layoff if they meet one or more of the following criteria.
 - a. Hold a valid credential authorizing special education service.
 - b. Hold a valid multiple subject credential AND a valid BCLAD (Bilingual Cross-cultural Language and Academic Development) in Spanish AND currently teach in a Dual-Immersion classroom;
 - c. Have experience teaching in a Montessori classroom for at least one semester in the current school year or any of the five preceding school years OR have Montessori training in the current school year or any of the five preceding school years. Such training must lead to certification by a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE). On line Montessori training does not meet this criteria.
7. Certificated employees must have filed documents with Human Resources by January 27, 2023, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
8. The Assistant Superintendent of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2023-2024 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 36.84 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this 28th day of February, 2023, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

Zima Creason, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Steve Miller, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the 28th day of February, 2023.

Steve Miller, Clerk, Governing Board of the San Juan Unified School District

**RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES**
EXHIBIT A
REVISED*

Attachment 1

<u>Administrators, Central Office Support</u>	FTEs
Prog Manager, Human Resources*	1.000
Prog Spec-Special Educ	1.000
Psychologist	1.000
Vice Principapl K/6,Gold River Discovery Center*	1.000
	Subtotal
	4.000

<u>TK-12 Certificated, Non-Administrative Positions</u>	FTEs
Art	0.260
Counselor K/6, Coyle Avenue Elementary	0.600
Counselor K/6, Greer Elementary	0.800
Counselor K/6, Greer Elementary	1.000
Counselor 7/8, Churchill Middle	0.500
English	1.790
Math	1.710
Music	0.260
Multiple Subject/Self-Contained	12.000
Physical Education	2.600
School Social Worker, Del Dayo Elementary*	0.000
Science, Biology/Life	1.790
Social Science	2.130
Tch-ED, La Vista Center	1.000
Tch-Grad 7/8 (Title 1 funded), Arcade Middle	0.800
Tch-Grad 7/8, Sylvan Middle	1.000
Tch-Resource Specialist K/12, Oakview Elementary	0.200
Tch-Site Resource Elem, Del Paso Manor Elementary	1.000
Tch Site Resource: Elem Intrv, Charles Peek Elementary*	0.000
Tch-Site Resource: Elem Intrv, Dyer-Kelly Elementary	1.000
Tch Site Resource: Elem Intrv, Grand Oaks Elementary*	0.000
Tch-Site Resource: Elem Intrv, Kingswood K-8	1.000
Tch Site Resource: Elem Intrv, Schweitzer Elementary*	0.000
Tch-Site Resource: Elem Intrv, Skycrest Elementary	0.200
Tch-Site Resource-HS, Encina High School	1.000
Tch-Trv Elem Clsmr-Other, Coyle Elementary	0.200
	Subtotal
	32.840
	Total
	36.840

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4067

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:
 - a. Category I – Certifications and Experience

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held; National Board Certification; and/or experience teaching at schools identified as District Designated Title I school.

Criteria	Points
Each full K-12 base credential (e.g., multiple subject, single subject, pupil personnel services, school nurse, librarian, school social worker)	4
Each foundational level base credential (If a full base credential is held, must be a different subject area)	3
Each active intern credential (If a base credential is held, must be a different subject area)	2
Each supplemental authorization	2
Other services credential (administration)	2
National Board Certification (active)	2
Taught at a District Designated Title 1 School during the 2022-23 school year	1
Each Board Resolution, GELAP, SELAP, PIP, STSP or Waiver	0

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee's seniority date	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Assistant Superintendent, Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2022-2023 school year. This resolution shall not be effective for any other purposes, including, but not limited to, order of reemployment offers or any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

28th day of February, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Zima Creason, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Steve Miller clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the 28th day of February, 2023.

Steve Miller, Clerk, Governing Board of the San Juan Unified School District

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

AGENDA ITEM: I-6

MEETING DATE: 02/28/2023

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services—Early Childhood Education

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending the board adopt:

1. Resolution No. 4068 reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2023, because of lack of work and/or lack of funds.
(Attachment No. 1)
2. Resolution No. 4069 establishing criteria to apply to break a tie in seniority for certificated staff affected By program reductions and who have the same date of hire. (Attachment No. 2)

RATIONALE/BACKGROUND:

Early Childhood Education's (ECE) Head Start program is experiencing declining enrollment. As a result, certain kinds of services rendered by certificated employees in the Early Childhood Education program have been identified to discontinued or reduced.

The positions being reduced or discontinued by this Resolution are certificated positions. By Education Code section 8366, a district is able to layoff ECE employees at any time during the school year for lack of work or lack of funds. Notices will be sent to affected ECE teachers and layoffs will be effective on June 30, 2023.

ATTACHMENT(S):

- 1: Resolution No. 4068 reducing or discontinuing particular kinds of services
- 2: Resolution No. 4069 establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/30/2023, 02/06/2023, 02/13/2023

Board of Education: 02/14/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Deann Carlson, Director, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Melissa Bassanelli, Superintendent of Schools *Pao* *MBS*

SAN JUAN UNIFIED SCHOOL DISTRICT

**RESOLUTION NO. 4068
BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

(Resolution regarding reducing or discontinuing certain certificated services in the Early Childhood Education program)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or eliminate certain certificated services in the Early Childhood Education Program of the District as of June 30, 2022, due to a lack of work or a lack of funds, and

WHEREAS, the California Education Code, section 8366 applies to positions “requiring a child development permit for the supervision and instruction of children …”, and

WHEREAS, the California Education Code, section 8366 also states, “A district may lay off an employee required to have such a permit at any time during the school year for lack of work or lack of funds …”, and

WHEREAS, as a result of said reduction or elimination of certificated services in the Early Childhood Education Program due to lack of work or lack of funds, it will be necessary to decrease the number of certificated employees in the District:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and his designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than June 30, 2023 in the amounts set forth in Exhibit “A”.
4. The Assistant Superintendent of Human Resources or designee is directed to send notices to affected certificated employees that due to lack of work or lack of funds certain services now being provided by the District be reduced or discontinued to the extent as set forth in #3 above.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this 28th day of February, 2023, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

Zima Creason, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Steve Miller, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the 28th day of February, 2023.

Steve Miller, Clerk, Governing Board of the San Juan Unified School District

**RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A**

<u>Early Childhood Education Certificated, Non-Administrative Positions</u>	<u>FTEs</u>
TCH-CDPT	1.0000
TCH-PRE-SCHOOL TEACHER	6.2475
Total	7.2475

SAN JUAN UNIFIED SCHOOL DISTRICT**RESOLUTION NO. 4069****BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

(Resolution specifying criteria used in determining the
order of termination of certificated Early Childhood Education employees
who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees within the Early Childhood Education programs effective at the close of this school year: and

WHEREAS, this board has determined that as between such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:
 - a. Category I – Certifications and College/University Units

Need: To retain teachers with: greatest flexibility of assignment based on California credentials/permits held; and/or college/university units in infant/toddler classes.

Criteria	Points
Bachelor's degree or higher with either a K-12 Multiple Subject Teaching Credential or Child Development Program Director Permit or Child Development Site Supervisor Permit	4
Three or more infant/toddler units	3
Child Development Teacher or Master Teacher Permit	2
Child Development Associate Teacher Permit	1

If there is still a tie after applying the above criteria, then Category II will be utilized.

- b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee in the Early Childhood Education programs under contract prior to the employee's seniority date	Percentage of School year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III – District Experience as a Classified Employee

Need: To recognize classified ECE experience in the San Juan Unified School District.

Experience	Value
Each year or portion of a year of in-district experience as a Child Development Assistant in the Early Childhood Education programs	Percentage of School year(s) served

If there is still a tie after applying Category III criteria, then Category IV will be utilized.

d. Category IV - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Assistant Superintendent, Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees within the Early Childhood Education programs as part of a layoff effective at the end of the 2022-2023 school year. This resolution shall not be effective for any other purposes, including, but not limited to, order of reemployment offers or any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this 28th day of February, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Zima Creason, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Steve Miller, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the 28th day of February, 2023.

Steve Miller, Clerk, Governing Board of the San Juan Unified School District

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

AGENDA ITEM: I-7

MEETING DATE: 02/28/2023

SUBJECT: Resolution Reducing or Discontinuing Certain Classified Services

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 4070, reducing or discontinuing certain classified positions. The positions corresponding to those identified in Exhibit "A" as vacant shall be reduced or discontinued effective upon board action. All other positions identified in Exhibit "A" shall be reduced or discontinued effective as of June 30, 2023, because of lack of work and/or lack of funds.

RATIONALE/BACKGROUND:

As a result of the need to align district programs and services with available funding, certain kinds of services rendered by classified employees have been identified to be reduced or discontinued because of lack of work or lack of funds as identified in Exhibit "A" attached.

ATTACHMENT(S):

- 1: Resolution No. 4070
- 2: Exhibit A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/30/2023, 02/06/2023, 02/13/2023
Board of Education: 02/14/2023

FISCAL IMPACT:

Current Budget: \$ N/A
Additional Budget: \$ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

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

PREPARED BY: Deann Carlson, Director, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Melissa Bassanelli, Superintendent of Schools *Paul* *MBS*

**SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4070**

**RESOLUTION REDUCING OR DISCONTINUING CERTAIN CLASSIFIED
SERVICES BEFORE THE GOVERNING BOARD OF THE
SAN JUAN UNIFIED SCHOOL DISTRICT**

WHEREAS the governing board of the San Juan Unified School District has decided to reduce or discontinue certain classified services of the district effective either upon board action or June 30, 2023, and

WHEREAS, as a result of said reduction or discontinuation of classified services, it will be necessary to decrease the number of classified employees in the district:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct;
2. All of the corresponding positions identified as "vacant" as listed in Exhibit "A," which is attached and incorporated herein by reference, shall be reduced or discontinued effective upon board action.
3. All other positions listed in Exhibit "A," which is attached and incorporated herein by reference, shall be reduced or discontinued effective June 30, 2023, in the amounts as set forth in Exhibit "A."
4. The assistant superintendent of human resources or designee is authorized to send notices to affected classified employees that due to lack of work or lack of funds, certain services now being provided by the district will be reduced or discontinued to the extent as set forth in Exhibit "A."

PASSED AND ADOPTED by the governing board of the San Juan Unified School District this 28th day of February, 2023, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Zima Creason, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Steve Miller, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the 28th day of February, 2023.

Steve Miller, Clerk, Governing Board of the San Juan Unified School District

EXHIBIT A - CLASSIFIED ELIMINATIONS AND REDUCTIONS
EFFECTIVE JUNE 30, 2023 OR UPON BOARD ACTION
REVISED*

Classified Management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Research Specialist I	1.0000	1.0000	0.0000	1	0
Subtotal	1.0000	1.0000	0.0000	1	0
Classified Non-management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Bilingual Instructional Assistant - Dari	1.0000	1.0000	0.0000	1	1
Bilingual Instructional Assistant - Farsi	1.5000	1.5000	0.0000	2	2
Bilingual Instructional Assistant - Spanish*	0.7500	0.7500	0.0000	1	1
Bilingual Translator - Pashto*	1.0000	1.0000	0.0000	1	1
Bus Driver	2.5080	2.5080	0.0000	3	3
Campus Monitor*	2.3750	2.3750	0.0000	3	0
Campus Representative	0.7500	0.7500	0.0000	1	0
Child Development Assistant - IT/PRE	5.5000	5.5000	0.0000	7	5
Child Development Assistant - SA	0.3750	0.3750	0.0000	1	1
Clerk*	0.3875	0.3875	0.0000	3	1
Clerk-CCS	1.0000	0.0000	1.0000	1	1
Culinary Arts Program Assistant	0.7500	0.7500	0.0000	1	1
Custodian*	0.0000	0.0000	1.0000	1	0
Fiscal Tech II	2.0000	2.0000	0.0000	2	2
Instructional Assistant Academy	1.0000	1.0000	0.0000	1	1
Instructional Assistant I*	18.4690	18.4690	0.0000	37	34
Instructional Assistant II - CCS	2.0000	2.0000	0.0000	2	2
Instructional Assistant III	1.5626	1.5626	0.0000	2	2
Intermediate Clerk Typist	3.1250	3.1250	0.0000	5	3
LCAP Specialist	1.0000	1.0000	0.0000	1	1
Mental Health Worker	2.0000	2.0000	0.0000	2	2
Non-Instructional Support Aide*	4.3562	4.7499	0.0000	12	11
Nutrition Services Worker I	4.2500	3.4375	0.8125	9	6
Nutrition Services Worker II*	0.5625	0.5625	0.0000	1	1
Prevention Assistant	0.5000	0.5000	0.0000	1	0
Project Planner Coordinator	1.0000	1.0000	0.0000	1	1
School Community Intervention Assistant*	5.7500	5.2500	0.5000	6	3
School/Community Intervention Specialist I	5.5000	5.5000	0.0000	6	0
School/Community Intervention Specialist II	5.0000	5.0000	0.0000	5	0
School/Community Prevention Specialist	2.0000	2.0000	0.0000	2	0
Social Emotional Support Tech	2.4375	2.4375	0.0000	3	2
School Playground Rec-Aide*	1.4376	1.4376	0.0000	5	2
Subtotal	81.8459	79.9271	3.3125	129	90
Total	82.8459	80.9271	3.3125	130	90

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

SUBJECT: California School Board Association
(CSBA) Delegate Assembly Election

DEPARTMENT: Administration

AGENDA ITEM: I-8

MEETING DATE: 02/28/2023

CHECK ONE:

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

ACTION REQUESTED:

The board may wish to vote for no more than five (5) candidates for subregion 6-B of the CSBA Delegate Assembly.

RATIONALE/BACKGROUND:

Every year the CSBA asks districts to elect representatives to the CSBA Delegate Assembly for their designated region. This year, subregion 6-B (Sacramento County) has five vacancies.

ATTACHMENT(S):

A: CSBA 2023 Delegate Assembly Ballot
B: 2023 Delegate Assembly Candidate Biographical Sketch Forms

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/13/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only: Ongoing:

LCAP/STRATEGIC PLAN:

Goal: N/A

Focus: N/A

Action: N/A

Strategic Plan: N/A

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

:sc



REQUIRES BOARD ACTION

Due: Weds. March 15—return ballot in enclosed envelope

January 31, 2023

MEMORANDUM

To: All District Board Presidents and Superintendents — CSBA Member Boards
 From: Susan Markarian, CSBA President
 Re: 2023 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Weds. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. Results will be published by May 11, 2023.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2023 – March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

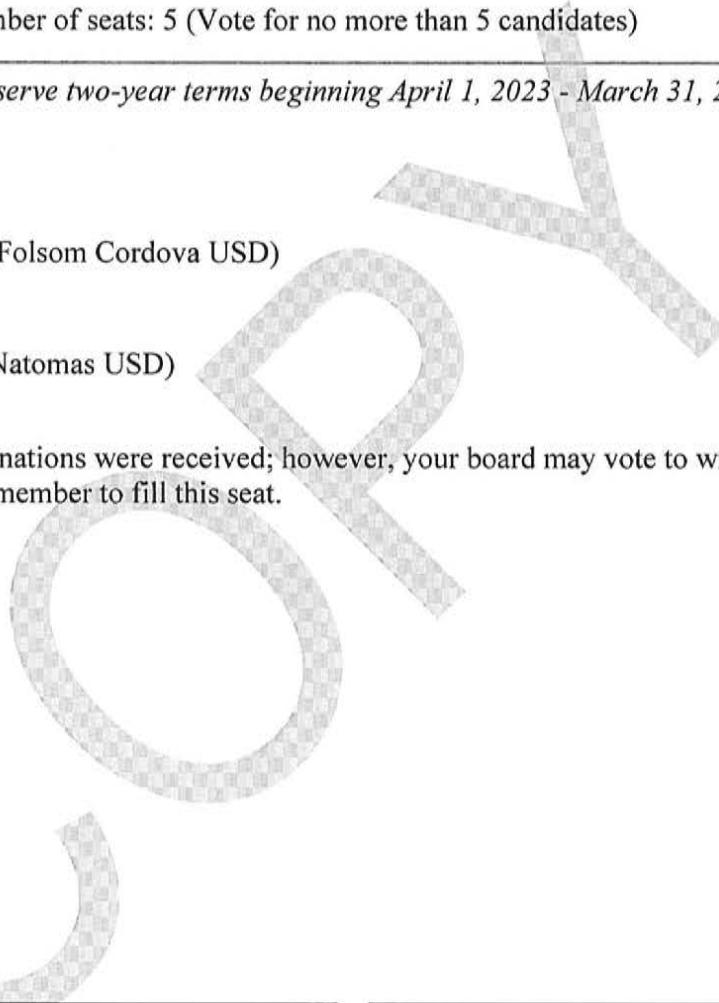
This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. **A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.**

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of seats: 5 (Vote for no more than 5 candidates)

Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025

*denotes incumbent

- 
- Kara Lofthouse (Folsom Cordova USD)
 - Cindy Quiralte (Natomas USD)
 - Insufficient nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 6 – 18 Delegates (11 elected/7 appointed◊)**Director: Jackie Thu-Huong Wong (Washington USD)****Below is a list of all elected or appointed Delegates from this Region.****Subregion 6-A (Yolo)**

Vacant, term expires 2024

Subregion 6-B (Sacramento)

Beth Albiani (Elk Grove USD) ◊, appointed term expires 2023

Michael Baker (Twin Rivers USD)◊, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◊, appointed term expires 2024

Christopher Clark (Folsom-Cordova USD), 2024

Pam Costa (San Juan USD)◊, appointed term expires 2023

Zima Creason (San Juan USD)◊, appointed term expires 2024

Christine Jefferson (Twin Rivers USD), term expires 2024

Chinua Rhodes (Sacramento City USD), term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant (Sacramento City USD)◊, appointed term expires 2023

Vacant (Sacramento City USD)◊, appointed term expires 2024

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2024

Vacant, term expires 2023

County Delegate:

Shelton Yip (Yolo COE), term expires 2024

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

1/20/23, 11:29 AM

Delegate Assembly Nomination/Appointment Biographical Sketch Form

[View results](#)

Respondent

93 Anonymous

28:22

Time to complete

1. I have been... *

- Appointed
 Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Kara Lofthouse

3. Full name *

Kara Lofthouse

4. Region/subregion *

- 1A
- 1- County
- 2A
- 2B
- 3A
- 3B
- 3C
- 3- County
- 4B
- 4C
- 4D
- 5A
- 5B
- 5- County
- 6B
- 6C
- 7A
- 7B
- 8A
- 8B
- 8C
- 8D
- 9A
- 9B
- 9C
- 9 - County
- 10A
- 10B

1/20/23, 11:29 AM

Delegate Assembly Nomination/Appointment Biographical Sketch Form

- 11A
- 11B
- 11 - County
- 12A
- 12B
- 15
- 15 - County
- 16A
- 16B
- 17
- 17 - County
- 18A
- 18B
- 20
- 21
- 21 - County
- 22
- 23A
- 23B
- 23C
- 24

5. Name of District or COE *

6. Years on board *

7. Profession

Educator/Business Owner

8. Contact number *

[REDACTED]

9. Primary email address *

klofhouse@fcusd.org

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a delegate as I would like to be a part of the governance team that helps ensure the association reflects the interests of school districts and county offices of education throughout the state and help maintain a focus on what will be of the best interest for all students state wide. I have been an educator myself for the past 15 years and worked in multiple districts, as well as multiple positions, including, but not limited to: teacher, administrator, a curriculum/instruction specialist, and most recently I have opened my own learning center. I have my masters in education-curriculum and instruction with an emphasis on culturally responsive education Knowing all elements of education, and also having relationships across the county, and state through my prior work will benefit my work as a delegate..

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

While I am very new to our school board, I am on a number of district committees as recently assigned. While working for FCUSD I worked closely with all departments, schools, teachers, administration, staff, community partners, families and the school board. I was an elected board member of California Council of Social Studies, I had the opportunity to be the California delegate for the National Council of Social Studies, I represented our district as well as our County in a number of presentations and events throughout the nation, and I created curriculum for multiple county and state wide programs. I have been trained in all district initiatives, and as a C&I specialist I served on the SEL guiding coalition, was a member of the equity committee, helped develop the equity plan, trained our Professional Learning Community (PLC) coaches, organized and administered grade level district wide PLC meetings, helped with the establishment of the district wide guaranteed and viable curriculum, served as a voting member on the Curriculum Advisory Committee (CAC), lead the history social science adoption, served as the FCEA rep, assisted with the roll out of virtual learning, hybrid learning and the return to in-person learning district plans, served on the planning committee for Mangini Ranch Elementary, and served on the superintendent parent board- to name a few. In 2021 I completed my Master's in Education, with an emphasis in culturally responsive and sustaining education from CSU Sacramento.

When I resigned from my position in 2021, I followed a long time dream of mine in opening my own education enrichment center. At my center we use research affirmed practices such as project based learning, hands on learning, full inclusion, nature based classrooms, cross curricular instruction, whole child education, culturally responsive pedagogy, and multi grade level learning groups. At my learning center we serve home school families with students Pre K-12th grade, during the school year and offer summer camps for all students. It truly is a dream as I am able to put into action all of the research and best practices I know are best for kids.

While working in the C&I Department during the 2020-2021 school year our main focus was the disruption from Covid-19 on our education system and how to come back even better than we were. During this time, I was working on my Masters in Education with an emphasis in Cultural Responsive and Sustaining Education and was constantly reading research that was showing all the ways we could be doing things with more innovation, creativity, and how to invigorate kids and instill a love of learning. At that time, unfortunately, it was not the direction our system was going. Even when a number of our plans for roll outs included much of this research affirmed pedagogy, we were constantly running into roadblocks, that I did not foresee disappearing without someone with knowledge of education, pedagogy, and learning on the school board.

I sat through board meetings for eight years, watching individuals making decisions for the district with little to no knowledge of education, what it is like in the classroom, or what is best for kids, and I spent my career telling my students if you want change, you have to be willing to stand up for the change. I believe my educational background, my passion for education, my longevity in Folsom, my successful business, my knowledge of the region, the schools and priorities, and the connections I already have in the district and the community will help benefit CSBA.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I foresee one of the biggest challenges facing governing boards is the budget in the next couple of years. Our districts are used to having a lot of one time funds because of Covid the past couple of years, so with this money going away, there will be adjustments that need to be made. I believe CSBA can help by educating our board members state wide of the ins and outs of these changes and how it will impact boards. I believe knowledge is power in every situation, so the more we know the more we are able to be transparent and potentially creative in our funding sources.

I also see a challenge, and our district in particular is regaining trust of our community and teachers in post-covid time. Our board has work to do in terms of transparency, appropriate communication and behavior of board and community- and getting back to appropriate governance after we went through unprecedented times will be a challenge. Again, knowledge is power, so CSBA could help with ways of communicating with our community.



KARA LOFTHOUSE

EDUCATOR, BUSINESS OWNER, FCUSD SCHOOL BOARD TRUSTEE
E: KLOFTHOUSE@FCUSD.ORG P:916-423-XXXX

OBJECTIVE

To serve as a CSBA Region 6B delegate.

EDUCATION

- MASTERS OF ARTS, EDUCATION: CURRICULUM AND INSTRUCTION- CSU SACRAMENTO
- BACHELOR OF ARTS, MAJOR: SOCIAL SCIENCE, MINOR: ETHNIC STUDIES – CSU SACRAMENTO
- SB2042 SECONDARY CREDENTIAL SOCIAL SCIENCE- CSU SACRAMENTO
- ENGLISH SUPPLEMENTAL- CALIFORNIA STATE UNIVERSITY, SACRAMENTO
- PRELIMINARY ADMINISTRATIVE CREDENTIAL- CPACE EXAM
- SCOE LEADERSHIP INSTITUTE- CLEAR ADMINISTRATIVE CREDENTIAL

EXPERIENCE

DIRECTOR OF EDUCATION • WILD ROOTS LEARNING CENTER • 6.2021- PRESENT

CURRICULUM & INSTRUCTION SPECIALIST • FCUSD • 8.2020- 8-2021

ASSISTANT PRINCIPAL • FOLSOM MIDDLE SCHOOL • 1.2020 – 6.2020

LEAD HISTORY SOCIAL SCIENCE TEACHER • FCUSD • 3.2018 - 1.2020

TEACHING AP/DIRECTOR OF ACTIVITIES/6th and 7th H-SS TEACHER • FOLSOM MIDDLE SCHOOL • 7.2014 - 3.2018

6th, 7th, 8th HISTORY-SOCIAL SCIENCE TEACHER • NP3 MIDDLE SCHOOL • 7.2009- 7.2014

REFERENCES

JIM HUBER – FCUSD- ASSISTANT SUPERINTENDENT – [REDACTED]
LORI EMMINGTON – FCUSD- DIRECTOR OF CURRICULUM & INSTRUCTION, CASCP MENTOR- [REDACTED]
CHANNA COOK- HARVEY- SCOE- EXECUTIVE DIRECTOR, PLANNING & IMPROVEMENT- [REDACTED]

SKILLS

- SCOE Region 3 CLIC, CCSS Region 3 Board Member, NCSS California Delegate, Department Lead Teacher, Grade Level Lead Teacher, Mentor Teacher for CSUS, PLC Institute Trained- DuFour and Solution Tree, BTSA Mentor, GaVC 6-12 H/SS, Marzano Coaching, Social Emotional Learning, C&I Development, Project Based Learning, WASC, Student Assessment and Data analysis, Step Up to Writing, Discipline without Stress- Marvin Marshall, Museum of Tolerance equity training, Mental Health First Aid, Differentiated Instruction, Cooperative Learning and Interdisciplinary planning , Yearbook Advisor, Response to Intervention, Standards Based Report Cards, Advisory program developer, Area 3 Writing Project, CCSS Framework, ATI Conference, CORE Vocabulary Development, Anti-Bullying and Positive Behavior Intervention, Competitive Soccer Coach, TCI Training, IEP Admin Designee, Elementary PL Coaches, Pilot and Implementation of Curriculum and Framework, Curriculum Advisory Committee, School Unity Project, Intervention, Ethnic Studies Curriculum Development, CA History Framework, C3 Framework, Census 2020 Curriculum Development, Cultural Responsiveness, EPOCH trained, ELPAC and CAASPP Testing coordinator, LETRS, Google Certification, Cultural Linguistic Responsive Instruction, Business owner, Director of Curriculum and Instruction, Business Management, Social Media, Marketing

Delegate Assembly Biographical Sketch Form for 2023 Election



Deadline: Saturday, January 7, 2023 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2023. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2023. **It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected. Signature: Cindy Quiralte Date: 1/23/2023

Name: <u>Cindy Quiralte</u>	CSBA Region & subregion #: <u>Sacramento, 8</u>
District or COE: <u>Natomas Unified School District</u>	Years on board: <u>0</u>
Profession: Primary E-mail: <u>Cquiralte@natomasunified.org</u>	Contact Number (X Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>916- [REDACTED]</u>

Are you an incumbent Delegate? Yes If yes, year you became Delegate: _____
 No

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in serving as a Delegate Assembly for the Natomas Unified School District because I possess a varied professional background with experience focusing on K-12 Education, leading statewide initiatives focused on issues of equity, and Ethnic Studies, and serve as a board member for the Puente Program who's mission is to increase the number of educationally underrepresented students who enroll in four year universities earn college degrees and return to their community to serve as mentors and leaders to future generations. I have been a member of the Capitol Community for nearly a decade and have strong relationships in the area that can help advance the region.

Please describe your activities and involvement on your local board, community, and/or CSBA
 I currently serve as the Family Engagement Coordinator at the California Department of Education leading, a newly formed Parent Advisory Council. I have experiencing leading statewide initiatives, and focusing on issues of Ethnic Studies, Eliminating Stigma for Mental Health, and Community Schools.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards is training new school board members around issues of race, equity, and social justice in a sustainable matter that will lead to lasting impacts within their district for staff and students.

**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2022-2023**

MARCH 14

San Juan Youth Voice Advocates (SJYVA) Listening Sessions – R
Nutrition Services Update – R
Second Interim Budget Report – R

Calvin
Camarda
Stahlheber

MARCH 28

District K-12 Mathematics Update – R
Expanded Learning Opportunities Update (Secondary) – R
Governance Handbook – D [Discussed 01/24/23]
*Head Start and Early Head Start Grant Application 2022-2023 – A
*Audit Report for Measures J, N, P and S – A

Schnepp
Schnepp
Allen
Townsend-Snider
Stahlheber

APRIL 11

Recognition: Week of the Young Child (Apr. 15-21) – A
Recognition: School Bus Driver's Appreciation Day (Apr. 25) – A
Instructional Materials Adoptions – D
New High School Courses – D
Williams Complaint Report – R
Proposed Board Meeting Dates for 2023-2024 – A
*Governance Handbook – A [Discussed 01/24/23 & 03/28/23]

Townsend-Snider
Oropallo
Schnepp
Schnepp
Simlick
Board
Allen

APRIL 25

Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 10) – A
Expanded Learning Opportunities Update (Elementary) – R
Technology Update – R
*Instructional Materials Adoptions – A [Discussed 04/11/23]
*New High School Courses – A [Discussed 04/11/23]

Calvin
Townsend-Snider
Skibitzki
Schnepp
Schnepp

MAY 9

Recognition: California Day of the Teacher (May 10) – A
Recognition: National Speech Pathologist Day (May 18) – A
Recognition: Classified School Employee Week (May 21-27) – A
English Language Learner Update – R
Enrollment/Attendance – R
Hearing Officer's Recommendation-2023 RIF (if applicable) – A
*Approval of CTE 2023 Advisory Committee Roster – A
*Head Start/Early Head Start COLA Funding Allocation 2023-2024 – A
*Resolution: CSPP Continued Funding Application Designated Personnel 2023-2024 – A

Oropallo
Calvin
Oropallo
Calvin
Stahlheber
Simlick
Schnepp
Townsend-Snider
Townsend-Snider

MAY 23

Recognition: National Science Bowl (if applicable) – A
Recognition: Science Olympiad (if applicable) – A
Recognition: Academic Decathlon (if applicable) – A
Innovative Schools Update – R
Early Childhood Education Update – R
*Head Start/Early Head Start Contract Resolution FY 2023-2024 – A

Schnepp
Schnepp
Schnepp
Townsend-Snider
Townsend-Snider
Townsend-Snider

JUNE 13

Public Hearing: LCAP – D
Public Hearing: LCAP/Choices Charter School – D
Universal Prekindergarten Planning and Implementation Update – R

Tornatore
Ginter
Townsend-Snider

Early Literacy Support Block Grant Annual Report – R
Public Hearing: Adoption of the 2023-2024 Budget – D
Temporary Interfund Borrowing of Cash – A
*CIF Superintendent Designation of Representatives 2023-2024 – A
*ECE Program Self-Evaluation for CDE – A

Townsend-Snider
Stahlheber
Stahlheber
Schnepp
Townsend-Snider

JUNE 27

California School Dashboard Local Indicators – R
LCAP – A [Public Hearing 06/13/23]
Choices Charter School California School Dashboard Local Indicators – R
LCAP Choices Charter School – A [Public Hearing 06/13/23]
Adoption of the 2023-2024 Budget – A [Public Hearing 06/13/23]
*2022-2023 Actuarial Report (OPEB) – A
*Charter School 2021-2022 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A
*CARES Act Budget Modification (ECE) – A
*2023-2024 School Plan for Student Achievement (SPSAs) – A

Tornatore
Tornatore
Ginter
Ginter
Stahlheber
Oropallo
Stahlheber
Townsend-Snider
Calvin

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