



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

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

**Board of Education Agenda**  
**October 22, 2024**

**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 virtually via livestream from a computer, mobile device or tablet at <https://www.sanjuan.edu/boardmeeting>. 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.

**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. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Executive Director, Labor Relations and Government Affairs, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

**D. APPROVAL OF MINUTES**

1. Minutes - October 8, 2024, regular meeting

**Action:** The superintendent is recommending that the board approve the minutes for October 8, 2024, regular meeting, pages 2629 - 2632.

**E. RECOGNITION - 6:35 p.m.**

1. National School Psychology Week

Action: The superintendent is recommending that the board adopt Resolution No. A-443 proclaiming the week of November 11-15, 2024 as National School Psychology Week.

**F. ORGANIZATIONS/ANNOUNCEMENTS - 6:40 p.m.**

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

**G. 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.

**H. CONSENT CALENDAR - 7:20 p.m.**

Action: The administration recommends that the consent calendar, H-1 through H-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 Report

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

2. Purchasing Report

The superintendent is recommending that the board approve the purchasing report - purchase orders, service agreements and contracts; change orders/amendments; and piggyback contracts.

3. Gifts

The superintendent is recommending that the board accept the list of gifts.

4. Revisions to Board Policy 0420.41 Charter School Oversight and Exhibit 0420.41 Charter School Responsibilities

The superintendent is recommending that the board approve the proposed revisions to Board Policy 0420.41 Charter School Oversight and Exhibit 0420.41 Charter School Responsibilities.

5. Ratification of Committee Members

The superintendent is recommending that the board ratify the appointment of committee members.

**I. CONSENT CALENDAR (continued, if necessary)**

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

**J. BUSINESS ITEMS**

1. **Land Acknowledgement Update (Oaxaca) - 7:25 p.m.**

Action: The superintendent is recommending that the board adopt Resolution No. 4153, land acknowledgement for school and district use.

2. **Public Hearing: Visions In Education Charter School Renewal Petition (Oaxaca) - 7:40 p.m.**

Public Hearing/Discussion: The superintendent is recommending that the board hold a public hearing and discuss the Visions In Education charter renewal petition. The term for this charter will expire on June 30, 2026, unless approved for renewal by the Board of Education. Action anticipated: December 17, 2024.

**3. Cellphone Policy (Allen) - 7:50 p.m.**

Report: The superintendent is recommending that the board receive a report regarding cellphone restriction policies and practices.

**4. 2023-24 End of Year Data Summary (Slavensky) - 8:05 p.m.**

Report: The superintendent is recommending that the board receive a 2023-24 end of year data summary that includes the results of the 2024 California Assessment of Student Performance and Progress (CAASPP).

**5. Public Hearing: Conveyance of Easement at Northridge Elementary School to the Fair Oaks Water District (Camarda) - 8:40 p.m.**

Public Hearing/Action: The superintendent is recommending that the board call a public hearing to solicit public comment and adopt Resolution No. 4157 declaring the conveyance of a temporary construction easement at Northridge Elementary School to the Fair Oaks Water District.

**6. Intent to Convey Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:45 p.m.**

Action: The superintendent is recommending that the board adopt Resolution No. 4158 declaring the intent to convey a permanent easement at Katherine Johnson Middle School to the Sacramento Area Sewer District and to call a public hearing to be held on November 19, 2024.

**K. BOARD REPORTS - 8:50 p.m.**

**L. FUTURE AGENDA - 8:55 p.m.**

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

1. Tentative future agenda items

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

**M. CLOSED SESSION (continued, if necessary)**

Announcement of topics/announcement of actions.

**N. ADJOURNMENT - 9:00 p.m.**

*NOTE: The times indicated are approximate.*

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).

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](mailto: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.

**Mission Statement**

*We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.*



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

**Board of Education Minutes**  
**October 8, 2024**

**Regular Meeting**  
Board of Education  
5:30 p.m.

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

The October 8 regular meeting was called to order by the president, Pam Costa. The board meeting was held in person and was also livestreamed on the district website.

**Closed Session Visitor Comments (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 (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, Pam Costa. Four members of the Casa Roble Fundamental High School Jr. ROTC led the group in the Pledge of Allegiance.

**Roll Call**

Present:  
Pam Costa, president  
Saul Hernandez, vice president  
Ben Avey, clerk  
Paula Villescaz, member  
Tanya Kravchuk, member  
Manuel Perez, member  
Absent:  
Zima Creason, member

**Minutes Approved (D)**

It was moved by Mr. Perez, seconded by Ms. Villescaz, that the minutes of the September 24 regular meeting be approved. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

**Recognition: Week of the School Administrator (E-1)**

It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, to adopt Resolution No. A-442 proclaiming the week of October 13-19 as the Week of the School Administrator. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

**High School Student Council Reports (F-1)**

High School Student Council representatives Breanna Cabral from El Camino Fundamental High School and Julianne Toudam Banen from Del Campo High School updated the board on the goals, activities and achievements at their respective schools.

### **Closed Session/Expulsion Actions (F-6)**

Mr. Avey reported that the board voted unanimously to accept a hearing panel's recommendation of one expulsion in case number S-01 and to accept as written one stipulated expulsion in case number S-08.

### **Visitor Comments (G)**

Albert Fox shared information about an upcoming Rotary Club project at San Juan High School.

Becky Page introduced herself as the principal of Golden Valley Orchard Charter School.

### **Consent Calendar Approved (H-1/H-11)**

It was moved by Mr. Hernandez, seconded by Mr. Avey, that the consent calendar items H-1 through H-11 be approved. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

### **Personnel (H-1)**

Appointments, leaves of absence and separations – approved as submitted.

### **Purchasing Report (H-2)**

Purchase orders, service agreements and contracts; change orders/amendments; piggyback contract; zero dollar contract; and bids/RFPs – approved as submitted.

### **Gifts (H-3)**

Acceptance of gifts to Bella Vista High School and Dyer-Kelly Elementary School.

### **Surplus Property (H-4)**

Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.

### **Resolution No. 4149: Commit Fund Balance (H-5)**

Adoption of Resolution No. 4149 Commit Fund Balance.

### **Northridge Elementary School 2024 Site Security Project CEQA Categorical Exemption (H-6)**

Approval of the California Environmental Quality Act (CEQA) notice of exemption for the Northridge Elementary School 2024 site security project.

### **Oakview Community Elementary School 2024 Site Security Project CEQA Categorical Exemption (H-7)**

Approval of the California Environmental Quality Act (CEQA) notice of exemption for the Oakview Community Elementary School 2024 site security project.

### **Cameron Ranch Elementary School 2024 Site Security Project CEQA Categorical Exemption (H-8)**

Approval of the California Environmental Quality Act (CEQA) notice of exemption for the Cameron Ranch Elementary School 2024 site security project.

### **Purchase Agreement for Districtwide Furniture (BP#25-202) (H-9)**

Approval of the purchase agreement for the purchase and delivery of districtwide furniture, as outlined in bid package 25-202, and award the contract to Jones Campbell Co., Inc. dba Campbell Keller, for a not to exceed price of \$40,227,940.06.

### **Resolution No. 4152: Lease-Leaseback Amendment No. 4 for Mariemont Elementary School Modernization and Interim Housing Project (H-10)**

Adoption of Resolution No. 4152, approving the fourth amendment to the lease for the Mariemont Elementary School Modernization & Interim Housing Project No. 130-9495-P1 & 130-9495-P2 between San Juan Unified School District and S+B James Construction California, Inc.

### **Ratification of Committee Member (H-11)**

Ratification of the appointment of Dimah Adnan to the Curriculum, Standards, Instructional and Student Services (C&S) Committee.

### **College and Career Readiness (J-1)**

Assistant Superintendent of Secondary Education and Programs, Kristan Schnepp, introduced the topic, followed by Director of College and Career Readiness, CTE and K-12 Counseling, Brett Wolfe, who gave a presentation on the district's progress toward college and career readiness for all students. The presentation specifically focused on two key components of the college and career indicator: career technical education (CTE) pathways and college credit courses, also known as dual enrollment. Mr. Wolfe shared information about CTE courses, completion statistics, demographic data and next steps. Teacher Justin Bethune provided insights into the CTE aviation pathway at Mira Loma High School. Mr. Wolfe then discussed dual enrollment courses, including demographics and next steps. Mr. Hernandez commended the CTE program and inquired about enrollment in the various pathways, which Mr. Wolfe addressed. Ms. Costa expressed her admiration for the growth of the CTE program and highlighted the CTE catalog as an outstanding tool.

### **Strategic Plan Update (J-2)**

Chief of Staff Trent Allen presented an update on the rollout and implementation of the district's strategic plan, which began over the summer and has continued into the start of the 2024-25 school year. Mr. Allen explained that the first step in the implementation has been to share the plan through various means, including the use of collateral materials, incorporating the plan as one of the district's guiding documents and introducing it to staff and students in multiple settings. Program Coordinator of Equity and Student Achievement, Lori Vine, offered insights on gathering student feedback and highlighted key takeaways from students. Mr. Allen then shared that the second phase of implementation has been to operationalize the plan by aligning actions with its strategic directions, launching initiatives across the organization in line with the plan's goals and addressing problems of practice, and prioritizing specific outcome goals under each strategic direction. Finally, Mr. Allen reported that staff are currently working to identify metrics to gauge the overall success of the plan, including indicators that will help track progress toward the district's vision and those that can signal when adjustments in efforts or strategies are needed as conditions change. Mr. Hernandez spoke about student representation on district committees. Ms. Costa shared that the strategic plan documents are informative, well-crafted and valuable.

### **Revisions to Board Policy and Exhibit 0420.41 Charter School Oversight (J-3)**

Assistant Superintendent of Educational Services, Harvey Oaxaca, Ed.D., introduced the topic, explaining that the proposed revisions reflect policy reorganization, new laws and education codes that affect the oversight process for school districts. There being no questions from the board, action was scheduled for October 22.

### **Resolution No. 4156: Intent to Convey Temporary Construction Easement at Northridge Elementary School (J-4)**

Chief Operations Officer Frank Camarda presented the item. It was moved by Mr. Avey, seconded by Ms. Kravchuk, to adopt Resolution No. 4156, authorizing the intent to convey a temporary construction easement at Northridge Elementary School to the Fair Oaks Water District. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

### **Variable Term Waivers (J-5)**

Assistant Superintendent of Human Resources Rebecca Toto, Ed.D. presented the item. It was moved by Ms. Villescaz, seconded by Mr. Perez, to approve the submission of nine Variable Term Waivers to the California Commission on Teacher Credentialing. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

### **Resolution No. 4154: Assignment of Teachers Outside Regular Base Credential (J-6)**

Dr. Toto presented the item. It was moved by Mr. Hernandez, seconded by Ms. Kravchuk, to adopt Resolution No. 4154 authorizing the assignment of 55 certificated employees to areas outside their authorized credential during the 2024-2025 school year per Education Code sections 44256(b), 44258.2, 44263 and 44865. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

### **Provisional Internship Permits (J-7)**

Dr. Toto presented the item. It was moved by Ms. Kravchuk, seconded by Mr. Avey, to approve the submission of four Provisional Internship Permits to the California Commission on Teacher Credentialing effective August 11, 2024 through June 11, 2025. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

### **Resolution No. 4155: Exemption to the Separation-From-Service Requirement (J-8)**

Dr. Toto presented the item. It was moved by Ms. Kravchuk, seconded by Ms. Villescaz, to adopt Resolution No. 4155 Exemption to the Separation-From-Service Requirement pursuant to Education Code 24214.5 or 26812. MOTION CARRIED 6-0-1 [AYES: Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez; NOES: None; ABSENT: Creason].

**Williams Complaint Report (J-9)**

General Counsel Fhanysha Clark Gaddis explained that the district must report on the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints. Ms. Gaddis stated that, during the time period from July 1, 2024, through September 30, 2024, there was one Williams-type complaint filed, which has since been resolved.

**Board Reports (K)**

Ms. Costa reported that she attended the Superintendent's Parent Advisory Committee (SPAC) meeting, where she was grateful to hear input from parents regarding the district's new dress code policy.

**Future Agenda (L)**

No items were added to the future agenda.

**Adjournment (N)**

At 7:43 p.m., there being no further business, the regular meeting was adjourned.

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Pam Costa, Board President

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Melissa Bassanelli, Secretary

Approved: \_\_\_\_\_  
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**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:**

**E.1**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** National School Psychology Week

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. A-443 proclaiming the week of November 11-15, 2024 as National School Psychology Week.

**RATIONALE/BACKGROUND:**

Each year the district acknowledges National School Psychology Week and recognizes the district's school psychologists for their dedication and outstanding work performed on behalf of San Juan Unified students. San Juan Unified's school psychologists support the district's Strategic Plan and 8 Point Commitment by taking a leadership role in assessing barriers to student learning and helping them to succeed academically, socially, behaviorally, and emotionally.

**ATTACHMENT(S):**

1. [Resolution No. A-443](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Sandra Butorac, Director, Special Education  
Rebecca Foster, Director II, Special Education

**APPROVED BY:** Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools & Student Support  
Melissa Bassanelli, Superintendent of Schools



**San Juan Unified School District**  
**Resolution No. A-443**  
**National School Psychology Week**  
**November 11-15, 2024**

**WHEREAS**, National School Psychology Week is November 11-15, 2024; and

**WHEREAS**, the special week honoring school psychologists provides special recognition for school psychologists who deliver a continuum of mental health services and academic supports to schools that lower barriers to learning, enabling teachers to teach students to learn; and

**WHEREAS**, the San Juan Unified School District appreciates and supports school psychologists for providing sound psychological principles which are integral to instruction and learning, social and emotional development, prevention and early intervention, and support culturally diverse student populations.

**WHEREAS**, school psychologists facilitate collaboration to help parents and educators to identify and reduce risk factors, promote protective factors, create safe, caring schools and access community resources.

**WHEREAS**, school psychologists are trained to assess student and school-based barriers to learning, utilize data-based decision-making, implement research-driven prevention and intervention strategies, and evaluate outcomes and improve accountability;

**THEREFORE, BE IT RESOLVED** that the Board of Education joins the superintendent and staff in honoring school psychologists during National School Psychology Week and throughout the year.

Attested to this 22nd day of October, 2024

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Pam Costa, President

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Melissa Bassanelli, Superintendent of Schools

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Saul Hernandez, Vice President

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Ben Avey, Clerk

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Paula Villescaz, Member

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Tanya Kravchuk, Member

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Manuel Perez, Member

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Zima Creason, Member

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

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

**AGENDA ITEM:**

**H.1**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Personnel Report

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

**RATIONALE/BACKGROUND:**

The personnel report provides an accounting of recent appointments, leaves of absence, separations, reassignments or changes in work calendar, errata, job description changes, salary range changes, employment contracts and extensions, recommendations on credential and charter school personnel actions.

**ATTACHMENT(S):**

1. [Personnel Pages](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Rebecca Toto, Ed.D., Assistant Superintendent, Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**1. APPOINTMENTS****CERTIFICATED**

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Capron, Candace	Prob	Tch-Home/Hospital	Home/Hospital - Kenneth	10/07/24
New Hire	Carlton, Elisabeth	Temp	Teacher Combo 2-3	Starr King	09/25/24
New Hire	Swanson, Jacina	Prob	Tch-Grad 9/12	San Juan	09/26/24
Rehire	Carlton, Jillian	Prob	Teacher Combo 1-2	Greer	09/30/24
Rehire	Golub, Vadym	Prob	Tch-Mod/Severe K/12	Ralph Richardson	10/01/24
Rehire	Rodriguez, Anita	Prob	Teacher Combo K-1	Twin Lakes	09/24/24
Rehire	Johnson, Laurie	Prob	School Social Worker	LSC Region 1	09/24/24

**CLASSIFIED**

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Ameri Ekhtiar Abadi, Nahid	Prob	Instructional Assistant II	Arcade	10/07/24
New Hire	Bakhtary, Ramiz	Prob	Account Clerk I	Fiscal Services	10/03/24
New Hire	Banayat, LaniKai	Prob	Instructional Assistant I	Cambridge Heights	09/24/24
New Hire	Caler, Brian	Prob	Van Driver	Transportation	09/30/24
New Hire	Dedriksen, Olga	Prob	Inst Asst/Bil-Russian	Will Rogers	10/07/24
New Hire	Itskan, Victoria	Prob	Inst Asst/Bil-Russian	San Juan	09/23/24
New Hire	Jacobs, Traci	Prob	Instructional Assistant III	Kingswood	10/07/24
New Hire	McKee Tumber, Sarina	Prob	Instructional Assistant I	Cameron Ranch	09/30/24
New Hire	Molmen, Jillian	Prob	Instructional Assistant I	Earl Legette	09/25/24
New Hire	Myers, James	Prob	Instructional Assistant II	Carnegie	10/01/24
New Hire	Nyel, Anesetaario	Prob	School Playground Rec Aide	Whitney Avenue	09/23/24
New Hire	Thompson, Grace	Prob	College & Career Center TechDel Campo	TechDel Campo	10/01/24
New Hire	Tsokha, Oksana	Prob	Intermed Clerk Typist	Pupil Personnel Services	10/01/24
New Hire	Velez, Victor	Prob	Campus Representative	Pasadena	09/25/24
New Hire	Verduzco-Quiroz, Denisse	Prob	Behavior Support Assistant	Greer	10/07/24
Rehire	Alderi, Roaa	Prob	Non-Instr Supp Aide	General Davie	09/24/24
Rehire	Briggs, Cory	Prob	Instructional Assistant II	Carnegie	09/27/24
Rehire	Campos, Keila	Prob	Instructional Assistant I	Dyer-Kelly	09/23/24
Rehire	Holland, Therese	Prob	School Playground Rec Aide	Orangevale	10/02/24
Rehire	Kustova, Natalia	Prob	School Playground Rec Aide	Pasadena	09/27/24

**2. LEAVES OF ABSENCE****CERTIFICATED**

Type	Name	Status	Assignment	Location	Effective Date (s)
Paid	Franz, Karen	Perm	Tch-Transitional Kindergarten	Howe Avenue	09/23/24 11/18/24
Paid	Grimm, Haley	Perm	Teacher Grade 2	Starr King	09/16/24 03/18/25
Paid	Osterhoudt, Ashley	Prob	Tch-Mild/Moderate K/12	Mariposa	09/20/24 01/06/25

**CLASSIFIED**

Type	Name	Status	Assignment	Location	Effective Date (s)
Paid	Blasengym, Kailey	Perm	Instructional Assistant I	Thomas Kelly	09/11/24 10/31/24
Paid	Cortez, Cecilia	Perm	Custodian	Rio Americano	09/17/24 10/07/24
Paid	Langen, Mia	Perm	IA- Deaf And Hard-of-Hearing	Laurel Ruff	08/20/24 10/15/24
Paid	Strella, Heather	Perm	Sign Language Interpreter	Harry Dewey	08/14/24 11/17/24
Paid	Waldrop, Jacquelyn	Perm	Expanded Learn Site Fac	Pupil Personnel Services	09/17/24 10/19/24
Unpaid	Pagan, Christina	Perm	Nutrition Services Worker II	Nutrition Services	08/26/24 02/06/25

**3. SEPARATIONS****CERTIFICATED SUPERVISORY**

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Nelson, Jennifer	Perm	Assistant Director, Special Education	Kenneth Avenue	10/14/2025
Retirement	Broyles, Jeannie	Perm	Principal, Elementary	Northridge	10/18/2024

**3. SEPARATIONS (continued)****SUPERVISORY**

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Nimati, Ahmad	Perm	Supv-Intervent/Prevent Progs	Central Enroll/family Svcs	09/25/24

**CLASSIFIED**

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Chatters, Shauna	Perm	Intermed Clerk Typist	Mission Avenue	09/27/24
Resignation	Guevin, Hayley	Perm	Intermed Clerk Typist	Churchill	10/11/24
Resignation	Mariona, Anthony	Perm	Adm&Fam Services Tech	Early Childhood Education	10/03/24
Resignation	Sadat, Ogay	Perm	Inst Asst/Bil-Farsi	Starr King	09/25/24
Retirement	Frees, Cheryl	Perm	Nutrition Services Worker II	Woodside	09/30/24
Retirement	Lauppe, Jim	Perm	Lead Htg & Air Cond Tech	M&O - Building Maintenance	10/01/24
Dismissal	CL #607	Perm	Instructional Assistant I	Teaching and Learning	06/14/24
Dismissal	CL #608	Prob	Instructional Assistant III	Teaching and Learning	09/04/24

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

**AGENDA ITEM:**

**H.2**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Purchasing Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the purchasing report - purchase orders, service agreements and contracts; change orders/amendments; and piggyback contracts.

**RATIONALE/BACKGROUND:**

Business Support Services and Facilities Accounting will combine a list of purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts, zero-dollar contracts, bids and RFPs and other purchases in accordance with Education Code 3300 Expenditures and Purchases, 3311 Bids, 3311.1 Uniform Public Construction Cost Accounting Procedures and 3311.4 Procurement of Technological Equipment.

**ATTACHMENT(S):**

1. Purchasing Report

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Laura Fry, Manager, Business Support Services

Cherie Chenoweth, Coordinator, Facilities Accounting Compliance

Joel Ryan, Chief Financial Officer

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

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

Attachment 1

September 25, 2024 - October 8, 2024

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
TBD	9/30/2024	Northern CA Preparatory School	Special Ed Instruction, Language & Speech Therapy, and Counseling Services	\$ 242,000.00	Special Ed
TBD	9/30/2024	RO Health	Medical Staffing Services	\$ 1,946,580.00	Special Ed
TBD	9/27/2024	Schools Insurance Authority	Liability Contribution	\$ 3,007,522.00	Risk Management
BPO25-01523	10/1/2024	Avalon Transportation	Fieldtrip Charter Service - This PO replaces All West BPO25-00002 approved on 6/25/2024	\$ 787,000.00	Transportation

**Purchasing Contracts Board Report**  
**Change Orders/Amendments**

Attachment 1

September 25, 2024 - October 8, 2024

**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

**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
PO25-02070	10/4/2024	Access Language Connection	Translation Services	\$ 114,500.00		\$ 359,000.00	\$ 473,500.00	101 Special Education

**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
VR24-05297	10/3/2024	Entek Consulting Group, Inc.	Additional specs for light MOD Encina Full Site Renovation 202-9332-P1 project	\$ 25,000.00	\$ 14,200.00	\$ 78,400.00	\$ 117,600.00	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**  
**Board Pre-Approval**  
**Piggyback Contracts**

September 25, 2024 - October 8, 2024

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	2/7/2023	020723-CBS - Sourcewell Contract	Carolina Biological	Science materials	Expires 4/10/2027
All	4/28/2022	022422-SHC Sourcell	School Health	Science materials	Expires 4/28/2026
All	3/1/2023	3-24-07-1017 CMAS	Advanced Classroom Technologies	Information Technology goods and services	Expires 12/31/2025
All	6/1/2021	University of California Contract Number: 2021002889"	Fischer Scientific	Science materials	Expires 6/30/2025
All	5/1/2023	CMAS ID 1-23-91-31B	Hunt and Sons	Fuel	Expires 4/30/26

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

**AGENDA ITEM:**

**H.3**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Gifts

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board accept the list of gifts.

**RATIONALE/BACKGROUND:**

Acceptance of the following gift:

**Encina High School:** from Point West Rotary Club Foundation - for teacher grants: \$11,945.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

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

**AGENDA ITEM:**

**H.4**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Revisions to Board Policy 0420.41 Charter School Oversight and Exhibit 0420.41 Charter School Responsibilities

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the proposed revisions to Board Policy 0420.41 Charter School Oversight and Exhibit 0420.41 Charter School Responsibilities.

**RATIONALE/BACKGROUND:**

The proposed changes reflect policy reorganization, new laws and education codes that affect the oversight process for school districts.

**ATTACHMENT(S):**

1. [Board Policy 0420.41](#)
2. [Exhibit 0420.41](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 10/08/2024 (discussion)

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Brian T. Ginter, Director, Admissions and Family Services

**APPROVED BY:** F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services  
Amy Slavensky, Ph.D., Interim Deputy Superintendent, Schools & Student Support  
Melissa Bassanelli, Superintendent of Schools

**Board Policy Manual**  
**San Juan Unified School District**

**Policy 0420.41: Charter School Oversight**

**Status:** ADOPTED

**Original Adopted Date:** 02/25/2014 | **Last Revised Date:** 10/11/2022 | **Last Reviewed Date:** 10/11/2022

The Governing Board recognizes its ongoing responsibility to oversee any charter school authorized by the board, and to ensure it is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

The superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the board. (Education Code section 47604.32)

The superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code sections 47604.32, 47607)

The superintendent or designated charter school contact shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

**Monitoring Charter School Performance**

Any charter school authorized by the Board shall be monitored by the Superintendent or designee to determine whether the charter school complies with all legal requirements applicable to charter schools, including all reports required of charter schools by law, as specified in Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor each charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school as defined in Education Code 52052. This determination shall be based on the measures specified in the approved charter and any applicable MOU, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial report or information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, LCAP and annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

## Waivers

If the charter school wishes to request a general waiver of any state law or regulation applicable to it, it shall request that Board approve and the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Bboard, the superintendent or designee shall submit such a waiver request to SBE on behalf of the charter school.

## Provision of District Services

Upon approval by the Board of an appropriate agreement, t~~T~~he charter school may purchase administrative or other services from the district or any other source. (Education Code section 47613)

Whenever the district agrees to provide administrative or support services to a charter school, the district and the charter school shall develop a memorandum of understanding (MOU) which clarifies the financial and operational agreements between them.

At the request of a charter school, the superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code section 47611.3)

## Material Revisions to Charter

Material revisions to a charter may only be made with board approval. Material revisions shall be governed by the same standards and criteria that apply to petitions for the authorization of charter schools as set forth in Education Code section 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code section 47607)

If an approved charter school proposes to expand operations to one or more additional sites or grade levels, whether concurrently with or unrelated to a renewal, the charter school shall request a material revision to its charter and shall notify the board of those additional locations or grade levels. The board shall consider approval of the additional locations or grade levels at an open meeting. (Education Code sections 47605, 47607)

The board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

The Board may deny a proposed material revision if it finds that the proposed material revision would render the charter school demonstrably unlikely to serve the interests of the entire community in which the school is located or proposes to locate. In making this finding, the Board shall consider all of the following: (Education Code 47605)

1. The fiscal impact of the proposed expansion on the district
2. The extent to which the expansion would substantially undermine existing services, academic offerings, or programmatic offerings
3. Whether the expansion would duplicate a program currently offered within the district that has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

Additionally, the Board may deny a proposed material revision if it finds that the district is not positioned to absorb the fiscal impact of the proposed material revision. The Board shall make this finding if the district has a qualified interim certification pursuant to Education Code 42131 and the County Superintendent of Schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the district having a negative interim certification pursuant to Education Code 42131, the district has a negative interim certification pursuant to Education Code 42131, or the district is under state receivership. (Education Code 47605)

### Location of Charter Schools

Except when permitted to operate outside district boundaries pursuant to Education Code 47605 and 47605.1, a charter school shall be located within district boundaries.

### Monitoring Charter School Performance

Any charter school authorized by the board shall be monitored by the superintendent or designee to determine whether the charter school complies with all legal requirements applicable to charter schools, including all reports required of charter schools by law, as specified in Education Code section 47604.32. Any violations of law shall be reported to the board.

The Board shall monitor each charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school as defined in Education Code section 52052. This determination shall be based on the measures specified in the approved charter and any applicable MOU, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The board shall monitor the fiscal condition of the charter school based on any financial report or information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, LCAP and annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code sections 47604.32, 47604.33, 47606.5)

## Fees/Charges for Supervisorial Oversight

The district may charge for district supervisorial oversight as follows: (Education Code 47613; 5 CCR 11969.7)

1. Actual costs up to one percent of the charter school's revenue ~~if the district provides the charter school with facilities under Education Code 47614 and charges the charter school a pro-rata share of the facilities cost~~
2. Actual costs up to three percent of the charter school's revenue if the district provides the charter school substantially rent-free facilities. ~~If the district provides the charter school with facilities under Education Code 47614 and charges the charter school a pro-rata share of the facilities costs calculated pursuant to 5 CCR 11969.7, the district may only charge the charter school for the actual costs of supervisorial oversight up to one percent of the charter school's revenue.~~
3. Actual costs if the district is assigned supervisorial oversight responsibility for the charter school by SBE when authorized on appeal

## Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: -(Education Code section 47607.3)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code section 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.
2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.
3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in Items #1 and 2 or substantially similar activities or has selected another service provider to work with the charter school to complete the activities described in Items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.

In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student

subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the County Superintendent may request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code section 52074. (Education Code sections 47607.3; 52072)

In accordance with law, the board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to inadequate academic achievement of all numerically significant subgroups of students served by the charter school. ([Education Code 47607, 47607.2](#))

### **Complaints**

Each charter school shall establish and maintain policies and procedures in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4670 to enable any person alleging the school's noncompliance with Education Code sections 47606.5 or 47607.3 to file a complaint with the charter school. (Education Code section 52075)

A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code section 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code section 52075)

### **School Closure**

In the event that the Board revokes or denies renewal of a charter or the charter school ceases operation for any reason, the superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out [of the charter school.](#)

The superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the board's action, if renewal of a charter is denied, a charter is revoked, or a charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code sections 47604.32; 5 CCR 11962.1)

**Exhibit 0420.41: Charter School Oversight****Status: ADOPTED**

**Original Adopted Date:** 02/25/2014 | **Last Revised Date:** 10/11/2022 | **Last Reviewed Date:** 10/11/2022

**REQUIREMENTS FOR CHARTER SCHOOLS**

This exhibit is a non-exhaustive list of legal requirements that apply to charter schools and may be used by districts to monitor a charter school's compliance with law. Other legal requirements may exist and may be identified in the future.

A charter school shall be subject to the terms of its charter; any memorandum of understanding between the school and the district Governing Board; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, the following requirements.

**Governance**

1. Comply with the Ralph M. Brown Act (Government Code sections 54950-54963), California Public Records Act (Government Code sections 6250-6270), conflict of interest laws (Government Code sections 1090-1099), and Political Reform Act (Government Code sections 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code section 47604.1)
  
2. Except as otherwise authorized by Government Code section 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside.
  
2. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code section 47604.1)
  
3. The charter school's executive director or any of the charter school's employees shall not serve as a member of the county board of education in the county where the charter school is located (Education Code section 1006; Government Code section 1099)
  
- 3.4. If the charter school is attended by high school students and the governing body receives student petition to appoint a student member to the governing body, appoint one or more student members in accordance with Education Code 47604.2

**Operations**

- 4.5. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code section 47604)
  
- 5.6. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code section 47605)

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**Admission/Enrollment**

**6.7.** Adhere to all laws establishing the minimum age for public school attendance (Education Code section 47610)

**7.8.** Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code section 47612)

**8.9.** Serve students with disabilities in the same manner as such students are served in other district schools (Education Code sections 47646, 56145)

**9.10.** Admit all students who wish to attend the charter school, according to the following criteria and procedures:

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- a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area. (Education Code section 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code section 47605.3)

- b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code section 47614.5. (Education Code section 47605)
- c. Other admission preferences may be permitted by the board of the district on an individual school basis consistent with law. (Education Code section 47605)

e. Preferences shall not result in limited enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, students experiencing homelessness, foster youth, students who are economically disadvantaged, or on the basis of nationality, race, ethnicity, or sexual orientation. Mandatory parental volunteer hours shall not be the basis of a preference or a criterion for admission or continued enrollment. (Education Code 47605)

11. Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth.

10. -The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its web site the California Department of Education's (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code section 47605)

11.12. Comply with the requirements of Education Code sections 48850-48859 regarding enrollment, identification, and placement of homeless children and unaccompanied youth (Education Code sections 48850, 48851, 48852.5, 48852.6; 42 USC 11431-11435)

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12.13. Comply with the requirements of Education Code sections 48850-48859 regarding the enrollment and placement of foster youth (Education Code sections 48853.5, 48859)

13.14. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code section 48207.3)

**Nondiscrimination**

15. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code section 47605)

14.16. Not discriminate in the use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources (Education Code 243)

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**15.17.** Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7

**16.18.** Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code section 221.61)

**17.19.** If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code section 221.9)

**20.** Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

**18.** The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code sections 222, 222.5, 46015)

**21.** If a direct-funded charter school adopts and implements uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

**19.22.** If the charter school serves high school students and participates in the California Interscholastic Federation, post the standardized incident form developed by CDE to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events on the charter school's website on or before April 1, 2025, and, upon CDE's request, submit information related to any completed standardized incident forms received by the charter school (Ed. Code 33353)

### **Tuition and Fees**

**20.23.** Not charge tuition (Education Code section 47605)

**21.24.** Not charge student fees for any activity that is an integral component of the

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educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools ([Education Code 49010, 49011](#))

22.25. Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code section 49014)

**School Plans**

26. Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, after holding a public hearing, consulting with specified stakeholders, and using the template adopted by the State Board of Education (SBE).

23.27. As part of the LCAP adoption

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and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE. (Education Code sections 47604.33, 47606.5, 52064, 52064.1)

**28. Present a report on the annual update to the LCAP and the local control funding formula budget overview for parents/guardians on or before February 28 of each year, at a regularly scheduled meeting of the governing body of the charter school (Education Code 47606.5)**

**24.28.** If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code sections 64000-64001, 65000-65001)

**25.29.** Develop a comprehensive safety plan in accordance with Education Code section 32282 and review and update the plan by March 1 each year (Education Code section 47605)

**30.** Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus.

**26.** In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code section 39831.3; Vehicle Code section 28160)

### **Curriculum and Instruction**

**31.** Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code section 47612.5)

**27.32.** If the charter school serves students in any of grades K-6, unless grade 6 is maintained as part of a middle school that participates in physical education, provide one or more periods of recess that total 30 minutes on regular instructional days and at least 15 minutes on early release days as required by law (Education Code 49056)

**28.** If the charter school offers a kindergarten program, also offer a transitional kindergarten (TK) program to students in accordance with Education Code section 48000

**29.33.** If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code

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section 51224.7)

**30.34.** If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school (Education Code sections 51931, 51934)

**31.35.** If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources (Education Code section 49381)

**32.36.** If the charter school serves students in middle or high school and offers one or more courses in health education, include in those courses instruction in mental health, as specified (Education Code sections 51925-51929)

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**33.37.** If the charter school serves students in grade 12, comply with the requirements for student completion and submission of the Free Application for Federal Student Aid and California Dream Act Application (Education Code sections 51225.7, 51225.8)

**38.** If the charter school is planning to hold a college or career fair, the charter school shall notify each apprenticeship program in the same county as the charter school **and each community college district that has overlapping jurisdiction with the charter school** with the planned date, time, and location of the fair (Labor Code section 3074.2)

**34.39.** **If a charter school offers instruction in any of grades 9-12, and provides on-campus access to employers, not prohibit access to the military services (Education Code 49603)**

**35.40.** If the charter school provides independent study, meet the requirements of Education Code sections 51745-51749.6, except that the school may offer courses required for graduation solely through independent study as an exception to Education Code section 51745(e) (Education Code sections 47612.5, 51747.3; 5 CCR 11705)

**36.41.** Develop a plan for offering independent study to affected students pursuant to Education Code section 46393 if the governing body of the charter school submits an affidavit pursuant to Education Code section 46392 necessitated by an emergency condition that resulted in a school closure (Education Code sections 46392, 46393)

**37.42.** Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a student participating in a newcomer program while attending another school (Education Code section 51225.2)

**38.43.** Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code sections 47605, 47612.5, 60605)

### **Special Education**

**44.** Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary.

**39.** The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code section 56040.3)

**40.45.** If the charter school is an independent member of a special education local plan area and has a master contract with a nonpublic, nonsectarian school:

- a. Pay the full amount of the tuition or fees for students with disabilities enrolled in

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programs or services provided pursuant to that contract (Education Code section 56365)

- b. Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code section 56366.1)

**High School Graduation**

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**46.** Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any of the charter school's graduation requirements that exceed state requirements, unless the charter school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code sections 51225.1, 51225.2)

**41.47.** In accordance with Education Code 51225.31, exempt an eligible student with disabilities from all coursework and other requirements adopted by the charter school board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma (Education Code 51225.31)

**42.48.** Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 schoolyear and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code section 51413)

**43.49.** Require students to meet the state minimum course requirements for graduation as specified in Education Code section 51225.3, as well as any additional graduation requirements required by the governing body (Education Code section 51225.3)

### **Student Expression**

**44.50.** Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code section 35183.1)

**45.51.** Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code sections 48907, 48950)

### **Staffing**

**52.** Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) as required for the teacher's certificated assignment.

**46.** Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificate required. (Education Code sections 47605, 47605.4)

**53.** If the charter school offers TK, require credentialed teachers first assigned to a TK class to meet one of three specified criteria establishing qualification for the position by August 1, 2023, and to maintain adult to student ratios as specified in Education Code

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section 48000 (Education Code section48000)

**47.54. Correct any misassignments if notified by the district that an assignment of a charter school employee is not legally authorized (Education Code 44258.9)**

**48. Review potential misassignments and vacant positions in the charter school, including data from CTC, respond to the County Superintendent of Schools when necessary to show that an employee is legally authorized for an assignment, and correct any misassignments if notified by the County Superintendent that an assignment is not legally authorized (Education Code section44258.9)**

**49.55. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided bylaw, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who interacts with students outside of the**

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immediate supervision and control of the student's parent/guardian or a school employee has a valid criminal records summary, unless an exception applies (Education Code sections 44830.1, 45122.1, 45125.1)

**50.56.** Report to CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code section 44030.5)

**51.57.** If the charter school chooses to make the state teachers' retirement plan and/or the public employees retirement system available to its employees, meet the requirements of Education Code section 47611 (Education Code section 47610)

**52.58.** Meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Education Code section 47611.5)

**59.** If the charter school employs security officers and/or security officers work on the charter school campus, provide the latest course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training, as specified (Education Code section 38001.5; Business and Professions Code section 7583.45)

**53.60.** If the charter school provides transportation to students under contract, require drivers to submit and clear tuberculosis risk assessment, unless otherwise exempt by law (Education Code 49406)

**Parent/Guardian Involvement**

**54.61.** On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code section 47605)

**55.62.** Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code section 47605)

**56.63.** If 15 percent or more of the students at the charter school speak a single primary language other than English, provide all notices, reports, statements, or records sent to parents/guardians in English and in the primary language (Education Code section 48985)

**Nutrition**

**64.** Provide nutritionally adequate breakfast and or lunch free of charge during each school day to students requesting a meal regardless of the student's free or reduced-price

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meal eligibility, including, if the charter school offers independent study, to a student enrolled in independent study on any school day in which the student is scheduled for in-person educational activities of two or more hours (Education Code 49501.5)

If the charter school participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and is a very high poverty school, as defined, the charter school shall apply to operate a federal universal meal service provision, and upon approval, apply such service (Education Code sections 49501.5, 49564.3)

57. 65. If the charter school participates in the NSLP or SBP, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)

58. Not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code sections 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code section 49431.9)

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**Student Health**

65. Adopt a policy on suicide prevention, intervention, and postvention for grades 7-12, and an age-appropriate policy for grades K-6, and review the policy at least every five years (Education Code section 215)

59.66. Each charter school that serves students in any of grades 6-12 shall create and prominently display an age appropriate and culturally relevant poster that identifies approaches and resources about student mental health (Education Code 49428.5)

60.67. If the charter school serves grades 7-12 and issues student identification cards, print the telephone numbers of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on the identification cards (Education Code section 215.5)

61.68. Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code section 49428)

62.69. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code section 44691)

70. If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition.

63. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code sections 33479-33479.5, 49475)

64.71. If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code sections 35179.4, 35179.6)

65.72. If the charter school sponsors or hosts an on-campus event in or around a swimming pool that is not part of an interscholastic athletic program, provide for the presence of at least one adult with a valid certification of cardiopulmonary resuscitation training throughout the duration of the event (Education Code section 35179.6)

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**66.73.** Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code section 49414 (Education Code section 49414)

**67.74.** If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, or to make emergency stock albuterol inhalers available to persons suffering, or reasonably believed to be suffering, from respiratory distress, comply with the requirements of Education Code section 49414.3 and 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

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**Student Conduct/Discipline**

75. Adopt a policy on bullying and cyberbullying prevention, post specified information on bullying and harassment prevention, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code sections 234.4, 234.6, 32283.5)

68.76. Prohibit the denial of recess to a student unless the student's participation poses an immediate threat to the student's physical safety or to the physical safety of one or more of the student's peers (Education Code 49056)

69.77. Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy (Education Code sections 231.5, 231.6)

78. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code sections 49005-49006.4)

70.79. Until June 30, 2029, neither recommend for expulsion nor suspend a student in grades K-12 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)

71. Neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code section 48901.1)

72.80. Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code sections 47606.2, 48913.5)

**Student and Parent/Guardian Records**

73.81. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code section 49076.7)

74.82. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code section 49073.2)

75.83. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days and,

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upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code section 47605)

84.75. If the charter school serves high school students, submit to the Student Aid Commission (CSAC), for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year.

However, such information shall not be submitted when students opt out or are permitted by the rules of CSAC to provide test scores in lieu of the GPA. (Education Code sections 69432.9, 69432.92)

77. 85. Upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in

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Education Code section 49070, update, and reissue if requested, a former student's records to include the student's updated legal name or gender (Education Code sections 49062.5, 49070)

### **Facilities**

**78.** **86.** Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code sections 47610, 47610.5)

- a. The facility complies with the Field Act pursuant to Education Code sections 17280-17317 and 17365-17374.
- b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

**79.** **87.** If the charter school serves students in any of grades 6-12, stock the school's restrooms at all times with an adequate supply of menstrual products available and accessible free of cost in all women's restrooms, all gender restrooms, and in at least one men's restroom (Education Code section 35292.6)

### **Finance**

**80.** **88.** Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code section 47604.3)

**81.** **89.** Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code section 47612.5)

**82.** **90.** Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code sections 47612.5, 47634.2; 5 CCR 11963.2)

**83.** **91.** Annually prepare and submit financial reports to the board and the County Superintendent in accordance with the following reporting cycle:

- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant

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to Education Code section 47605(g) will satisfy this requirement. (Education Code section 47604.33)

**b.** **b.** By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code section 47604.33)

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- c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code section 47604.33)
- d. By September 15, a final unaudited report for the full prior year. The report submitted to the board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code sections 42100, 47604.33)
- e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code section 47605)

**84.** **92.** If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code sections 17070.10-17079.30), annually report a detailed list of all expenditures of state funds, and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code section 41024)

**Accountability**

**85.** **95.** Annually adopt a school accountability report card (Education Code section 47612; California Constitution, Article 16, Section 8.5)

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

**AGENDA ITEM:**

**H.5**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Ratification of Committee Members

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board ratify the appointment of committee members.

**RATIONALE/BACKGROUND:**

Per the committee bylaws, each individual board member shall appoint committee members subject to ratification by a majority vote of the board.

- Curriculum, Standards, Instructional and Student Services Committee (C&S)
  - Georgia Klostrakis (Costa)
- Facilities Committee
  - Paul Roy (Kravchuk)

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

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

**AGENDA ITEM:**

**J.1**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Land Acknowledgement Update (Oaxaca) - 7:25 p.m.

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. 4153, land acknowledgement for school and district use.

**RATIONALE/BACKGROUND:**

At the May 14, 2024, Board of Education meeting, the board heard a report and had discussion about the practice of using a land acknowledgement at Board of Education meetings and high school graduations. At the September 24, 2024, Board of Education meeting, the board heard a report and had discussion about the process that was implemented to collaboratively develop a land acknowledgement in partnership with local tribes and the district's American Indian Education Program Parent Advisory Committee and the product that was developed.

This presentation will discuss (a) the feedback and direction from the board at the September 24, 2024 meeting, (b) feedback received from the community related to the reading of the land acknowledgement, (c) the plan for professional learning, and (d) recommendations for next steps.

**ATTACHMENT(S):**

1. [Presentation](#)
2. [Resolution No. 4153](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 05/14/2024, 09/24/2024

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services  
Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools & Student Support  
Melissa Bassanelli, Superintendent of Schools



# LAND ACKNOWLEDGEMENT FEEDBACK UPDATE

## FEEDBACK AND NEXT STEPS

Board of Education ~ October 22, 2024

F.J. "Harvey" Oaxaca, Assistant Superintendent, Educational Services  
 Omar Field-Ridley, Director, Equity and Student Achievement  
 Heather Brandt, Program Specialist, English Language Arts & History-Social Science

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## FEEDBACK FROM BOARD



01

### Land Acknowledgement

- General support for the language of the proposed land acknowledgement

03

### Inclusivity

- Discussion about determination of two tribes in land acknowledgement versus others

02

### Recitation

- General support for recital at high school graduations
- Discussion about recital at board meetings
- Discussion about inclusion in print on agendas

04

### Education & Communication

- Desire to ensure inclusive education regarding Indigenous peoples
- Desire to ensure professional learning and communication regarding land acknowledgement

2

## PRODUCT



### SAN JUAN UNIFIED LAND ACKNOWLEDGEMENT

The San Juan Unified School District acknowledges that our schools are located on the ancestral lands of the Nisenan and Miwok peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their cultures and traditions despite historical and ongoing challenges.

We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding, respect, and active collaboration with their communities.

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### FEEDBACK FROM THE COMMUNITY



01

#### Land Acknowledgement

- Support the language of the proposed land acknowledgement with the list of included Native American tribes

02

#### Recitation

- Support their original request to have the land acknowledgement recited at high school graduations and at all board meetings

03

#### Inclusivity

Support from elders, tribal leaders, representatives from the American Indian Education Program Parent Advisory Committee, and student members of the American Indian Education Program has increased

04

#### Education & Communication

- Include districtwide professional learning opportunities to learn about the purpose of land acknowledgements
- Support a collaboratively developed and expanded approach to messaging our schools and the community

4

# Instructional Practices



## Instructional Practices Currently In Place

- Joint letter in 2017 between San Juan Unified and SJTA established our commitment to align teaching and learning with the state framework for history-social science and define district expectations for instruction about Native Americans
- Ongoing support through professional learning with reminders several times per year to site administrators and teachers
- Responsiveness and support, as needed, if we learn of practices that are not aligned with the state framework and district expectations
- An equity evaluation tool used during the 2018-19 history-social science textbook adoption process, to evaluate potential materials for inclusive and varied perspectives

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# IN CLOSING



01

## Implementation

- Recite land acknowledgement at three board meetings (first, organizational, and last), at high school graduations; and have printed on board agendas.
- Develop communication and professional learning plan.
- Support instructional practices that affirm our Indigenous community.

02

## Resolution 4153

- Board action: October 22, 2024
- Board agenda with printed land acknowledgement: November 19, 2024
- Board recital: December 17, 2024 (organizational meeting)

6



**THANK YOU**

Questions?



## **San Juan Unified School District Resolution No. 4153 Adoption of Land Acknowledgement**

**WHEREAS**, San Juan Unified recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories; and

**WHEREAS**, the ancestors of Indigenous Peoples were the original inhabitants, explorers, and settlers of this area long before the arrival of Europeans in North America on the lands that have become the United States; and

**WHEREAS**, there are currently 110 federally recognized Indian tribes in California and several additional tribes petitioning for federal recognition through the Bureau of Indian Affairs, as well as many unrecognized tribes; and

**WHEREAS**, California is home to more people of Indigenous heritage than any other state in the country; and

**WHEREAS**, San Juan Unified is located on the ancestral land of the Nisenan and Miwok peoples; and

**WHEREAS**, a land acknowledgement expresses gratitude for the contributions of those from unceded ancestral lands, honors their ongoing connection to the land, and recognizes their history.

**NOW, THEREFORE, BE IT RESOLVED**, that San Juan Unified adopts a land acknowledgement to show respect for the Nisenan and Miwok peoples by expressing gratitude for their contributions, honoring their connection to the land, and recognizing their history as stated below:

*The San Juan Unified School District acknowledges that our schools are located on the ancestral lands of the Nisenan and Miwok peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their cultures and traditions despite historical and ongoing challenges.*

*We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding, respect, and active collaboration with their communities.*

**THEREFORE, BE IT FURTHER RESOLVED**, the San Juan Unified School District will use the official land acknowledgement statement at the opening of San Juan Unified Board of Education



meetings three times a year (at the first, organizational, and last meetings), at high school graduation ceremonies, and in print on San Juan Unified Board of Education meeting agendas.

Attested to this 22nd day of October 2024.

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Melissa Bassanelli, Superintendent of Schools

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Pam Costa, President

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Saul Hernandez, Vice President

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Ben Avey, Clerk

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Paula Villescaz, Member

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Tanya Kravchuk, Member

---

Manuel Perez, Member

---

Zima Creason, Member

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

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

**AGENDA ITEM:**

**J.2**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Public Hearing: Visions In Education Charter School Renewal Petition (Oaxaca) - 7:40 p.m.

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Public Hearing/Discussion: The superintendent is recommending that the board hold a public hearing and discuss the Visions In Education charter renewal petition. The term for this charter will expire on June 30, 2026, unless approved for renewal by the Board of Education. Action anticipated: December 17, 2024.

**RATIONALE/BACKGROUND:**

Visions In Education Charter School has operated in San Juan Unified as an independent district charter since 2017. Visions In Education Charter School provides an independent study model to meet the needs of students in grades transitional kindergarten through 12th grade.

The district's Charter Review Team has thoroughly studied the charter renewal petition and Visions In Education has provided all necessary information requested during the review process. The Visions In Education Charter Renewal Petition presented to the Board of Education is in compliance with district Board Policy 0420.4 Charter Schools, and current law. The Memorandum of Understanding (MOU) agreement will continue to define the specific financial and operational relationship between Visions In Education and the district and resolve other matters of mutual interest not otherwise contained within the terms of the charter petition. It is the intent of the MOU that Visions In Education not be a fiscal burden to the district.

In order to recommend the approval of a charter school renewal to the Board of Education, San Juan Unified staff must determine that the charter school has met the requirements set forth in the Education Code, section 47605. For clarity, these requirements have been organized into the following four renewal criteria, outlined in this section.

- I. Has the charter school presented a sound educational program?
- II. Is the charter school demonstrably likely to successfully implement the proposed educational program?
- III. Is the petition reasonably comprehensive?
- IV. Is the charter school serving all students who wish to attend?

A copy of the charter petition is available for review in the superintendent's office and at the San Juan Central enrollment office.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

No direct costs

**PREPARED BY:** Brian T Ginter, Director, Admissions and Family Services

**APPROVED BY:** F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services  
Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools & Student Support  
Melissa Bassanelli, Superintendent of Schools



# Public Hearing Presentation

*San Juan Unified Board of Education  
October 22, 2024*

## Agenda

- Introduction to Visions In Education
- Track Record of Success at Visions
- Thank you and Next Steps
- Public Comment and Questions from the Board



# Introduction to Visions

**Founded: 1999**

**Vision:** Preparing each student to succeed in a rapidly changing world.

**Mission Statement:** As an independent study/home school program, Visions In Education utilizes a standards-based education that addresses **individual differences and learning styles**. We empower students to take ownership and responsibility for their present and future learning by developing their **academic, social-emotional, postsecondary, and technological skills**.

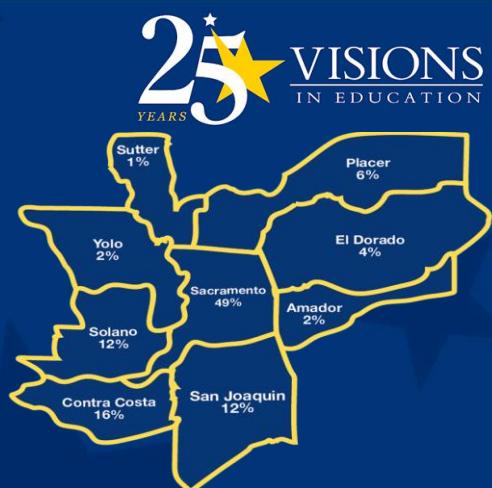


## Who We Are

**Serving students where they live.  
Accessing the resources that are in  
their own backyard.**

We are **510+ staff** serving nearly **7,500+ students** across nine counties in three independent study academies:

- Home School Academy & Online Middle School
- Independent Study Academy & Credit Recovery Program
- University Prep Academy Early College



Each academy is designed to provide our students and their families with **educational options tailored to fit their individual needs**.

# Our Programs At-A-Glance

Home School (HS) (Grades TK-8)	Online Middle School (OMS) (Grades 7-8)	Independent Study (IS) (Grades 9-12)	Credit Recovery (Grades 10-12)	University Prep Early College (UP) (Grades 9-12)
Families collaborate with credentialed teachers to choose core curriculum, resources, and enrichment activities. Credentialed teachers provide ongoing support, monitor progress, and work closely with parents to ensure students achieve academic goals.	Students follow structured schedules and receive direct instruction from credentialed teachers in a virtual setting. They are required to participate in live, synchronous instruction sessions for core academic subjects.	Students complete coursework using an online learning system on a flexible schedule. They meet one-on-one with a credentialed teacher to track progress toward graduation and may participate in live, synchronous instruction in core academic areas.	Students identified as "credit deficient" use an online learning system to follow an individually tailored course of study. They meet one-on-one with a credentialed teacher and receive targeted support to help them recover credits and stay on track for graduation.	Students use an online learning system to complete college-preparatory courses, with mandatory live, synchronous instruction for core subjects. They may also participate in Dual Enrollment, with the option to earn an AA degree alongside their diploma.

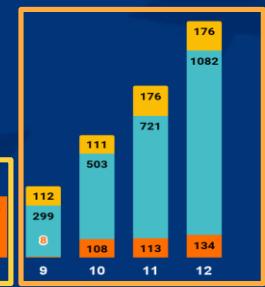
## Student Demographics



### Consistent TK-8 Grade Levels



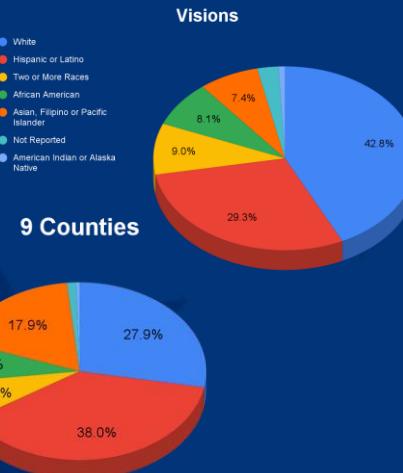
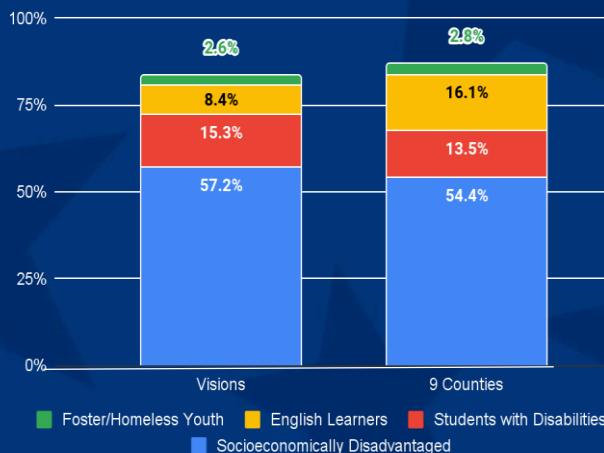
And more students in High School Grade Levels





## Student Demographics

Students In Special Programs - 2023/24



## Notable Achievements



### Organizational

- Achieved independent charter school status in 2017-18.
- Earned a fourth consecutive six-year WASC accreditation, valid through June 2028.
- Successfully completed 20 consecutive program and compliance audits with no findings (as of March 2023).
- Selected as a 2022 California Pivotal Practice (CAPP) Award Program winner for technological advances and practices.

## Notable Achievements (cont.)

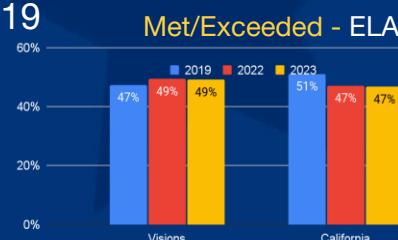


### Academic

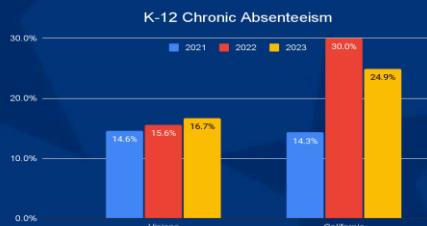
- Developed a **comprehensive Career Technical Education (CTE) program** with multiple pathways.
- Established **Early College and Dual Enrollment programs** in partnership with Los Rios Community College District (2023-24).
- Continued to offer **a summer school program for all high school students**, fifth-year seniors, and new students needing credit recovery.

## A Track Record of Success

Weathered COVID-19 pandemic with *better SBAC performance...*



### Met/Exceeded - Math



*...and only slightly higher Chronic Absenteeism!*

# A Track Record of Success



**More Engagement**  
 Events & Dances  
 Field Trips  
 Sports & Clubs



**More Student Support**  
 Teachers and Counselors  
 Social Workers and EL Staff  
 Homeless Outreach Specialist

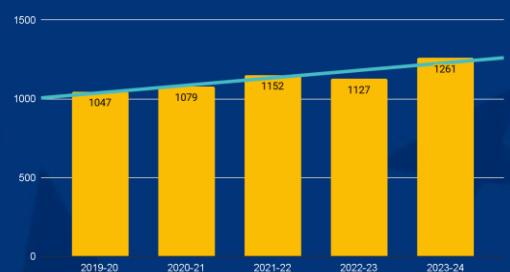


# A Track Record of Success



**97% Strongly Agree or Agree -**

"I would recommend Visions to others."



"Wish we would have started years ago. Thank you for this amazing opportunity for me and my child."

"Visions in Education has done a fantastic job for me and my students."

"I have had the most positive experience being a part of Visions in Education. Keep up the good work!"

- 2024 LCAP Survey Parent Responses

## Looking to the Future

### Continuing to Serve Students:

- Online Middle School (7-8)
- Credit Recovery Program (9-12)
- Enrollment opportunities
- CTE pathways
- Club Sports



## Thank You and Next Steps



- Visions is proud to have successfully met the requirements for a five-year renewal under AB 1505 and is eager to continue serving students and their families in the years ahead.
- We look forward to returning to the San Juan Unified School District Board on **December 17, 2024**, and to continuing our collaboration in support of our shared mission to serve students.

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

**AGENDA ITEM:**

**J.3**

**MEETING DATE:**

**10/22/2024**

**SUBJECT:** Cellphone Policy (Allen) - 7:50 p.m.

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive a report regarding cellphone restriction policies and practices.

**RATIONALE/BACKGROUND:**

In response to interest by the Board of Education and recent legislation, staff have undertaken a review of cellphone restriction policies and practices.

AB 3216 was signed by Governor Newsom in September 2024. It requires that all local education agencies develop and approve a policy restricting student cellphone use. The bill specifies that the policy is to be developed with significant engagement of students, parents/guardians, staff and community members with implementation occurring no later than July 1, 2026, and updates every five years. The bill also affirms existing law that would limit when cellphone restrictions can be put in place.

Current Board Policy 5131 on student conduct specifies that cellphones and other devices are to be turned off during class time. Implementation of this policy currently varies based on the needs and instructional practice of schools and classrooms.

Research on the benefits of limiting cellphone access finds mixed results when looking at improvements to academic outcomes with indicators that the impacts may vary between different groups of students. Both research and surveys of practitioners find that restrictions have the potential to positively impact both classroom behaviors and overall safety.

San Juan Unified will utilize a comprehensive engagement strategy to collect voice on potential modifications to the district's policy before returning this spring with a recommendation for board consideration.

**ATTACHMENT(S):**

1. Presentation
2. [Appendix A: BP 5131 Conduct](#)
3. [Appendix B: CSBA Sample Policy 5131.8 Mobile Communication Devices](#)
4. [Appendix C: Examples of Research Studies on Cellphone Impacts](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Trent Allen, APR, Chief of Staff

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools



San Juan Unified  
SCHOOL DISTRICT

BOARD OF EDUCATION

# CELLPHONE POLICIES

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Oct. 22, 2024

1



The Research

San Juan Unified Policies & Practices

AB 3216

Next Steps

Agenda

2

2

# RESEARCH FINDINGS



## Not a simple question

Research on the use of cellphones in schools points to an issue with multiple potential impacts

### Academic Performance

- Mixed findings
- Potential for impacts to differ among student groups

### Classroom Behaviors

- Increased difficulty focusing
- Opportunities for academic dishonesty

### Safety

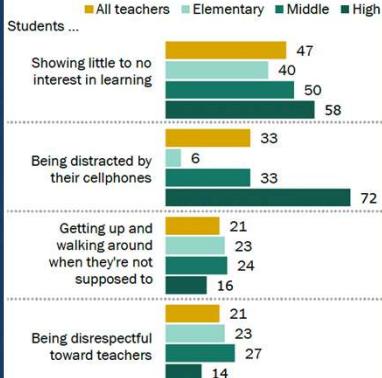
- Links to social isolation and mental wellness
- Impacts cyberbullying and on campus incidents

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#### **72% of high school teachers say students being distracted by cellphones is a major problem**

% of public K-12 teachers saying each of the following is a major problem in their classroom



Note: Other responses included "Minor problem" and "Not a problem."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

"What's It Like To Be a Teacher in America Today?"

PEW RESEARCH CENTER

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# CURRENT POLICY



## Prohibits Use

Requires devices be turned off in class EXCEPT when instructed to use or when authorized by a doctor.

## Reflects Privacy Concerns

Directs that no device with recording capabilities may be used to infringe on another's privacy.

## Sets Consequences

Authorizes staff to direct students to put devices away or confiscate them.

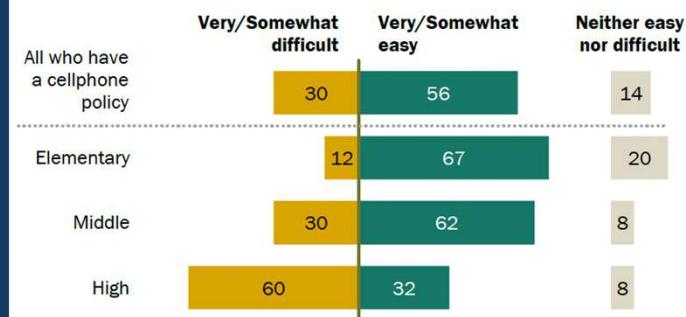
## BP 5131: Conduct

5

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### Most high school teachers say cellphone policies are hard to enforce

Among public K-12 teachers who say their school or district has policies regarding students' use of cellphones in the classroom, % saying it is \_\_\_\_ for them to enforce these policies



Note: Shares of respondents who didn't offer an answer are not shown.  
 Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.  
 "What's It Like To Be a Teacher in America Today?"

PEW RESEARCH CENTER

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## CURRENT PRACTICES

### Implementation

- Some require devices be turned off
- Some require devices be on silent
- Some allow students to keep devices, others require they place them in a central location
- Many favor all day restrictions vs. limiting to class time

### Enforcement

- Can vary between classrooms
- Can be a point of conflict with some students/families

In 2023-24

12 @ Tk-5

1,762 @ 6-8

1,604 @ 9-12

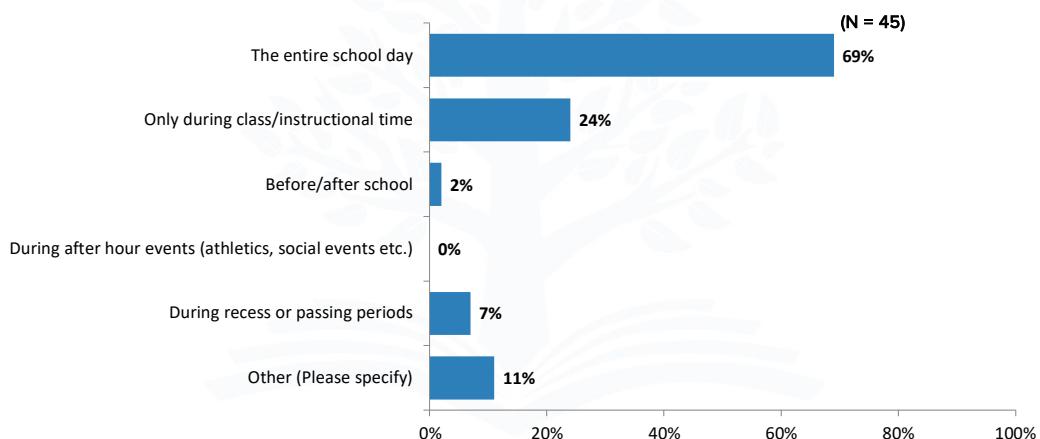


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### When are students NOT allowed to use cellphones?

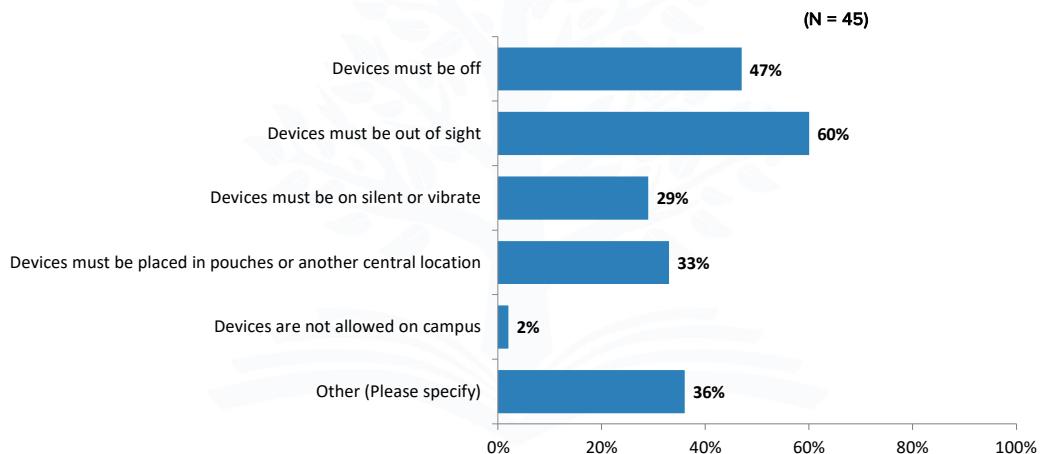


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## What are students asked to do with their devices during class time?



9

## VOICES FROM THE FIELD

MICHAEL  
MAGLIOLA

**Principal**

STEPHANIE  
BAUMAN

**Teacher**

KATHERINE  
SEEFLOTH

**Teacher**



### Winston Churchill Middle School

Implemented new cellphone practices for the 2024-25 year.

10

10



# Churchill Middle School Cell Phone Policy

## RATIONALE

When used appropriately, cell phones can support student learning. Teachers and students use cell phones to answer surveys, read, check for understanding, keep a calendar, take photos of notes, look up information, perform calculations, etc.

However, there are times when cell phones have no purpose in class or on campus. Assessments and laboratory activities are examples of when cell phones should remain silent and out of sight. Our new 2024-25 PBIS Cell Phone policy is designed to reflect this complexity. There will be three "ZONES" for cell phone use:

## GREEN ZONE

In the GREEN ZONE, students have permission to use their electronic devices appropriately. These areas include the outside main quad and cafeteria during lunch. **Taking photos and/or making videos of ourselves or others is not acceptable under any circumstance.**

## YELLOW ZONE

Teachers can designate their classrooms a YELLOW ZONE when they want to allow cell phone use during class time for educational purposes. Students are expected to use their phones as directed. Appropriate use of phones during class time may include surveys, reading, research, keeping a calendar of assignments, etc.

## RED ZONE

In the RED ZONE, cell phone use is not allowed and phones are expected to remain silent and out-of-sight. **Locker rooms, restrooms, inside and outside hallways** are a RED ZONE at all times. In a RED ZONE, students must have devices, cell phones, and air pods or headphones away and out of sight. Students not able to demonstrate acceptable device management in a RED ZONE will work with our administration team to take corrective action. Parents and guardians will be notified if a student does not demonstrate acceptable behavior in a RED ZONE.

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# Churchill Middle School Cell Phone Policy

## What are teachers saying...

Check all that apply: In what ways has our new cell phone policy led to positive outcomes on our campus?

Copy

31 responses



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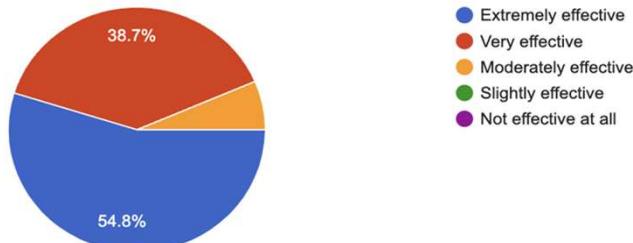
## Churchill Middle School Cell Phone Policy

### What are teachers saying...

How effective do you feel our current cell phone policy is in managing student phone use?

31 responses

Copy



13

13

## AB 3216



### Requires a Policy

“...to limit or prohibit the use by pupils of smartphones...”



### Addresses Use During The Full Day

“... while the pupils are at a school site or while the pupils are under the supervision and control of an employee.”



### Must Be Updated

The policy must be reviewed and updated every five years.



### Involves Stakeholders

Requires stakeholder participation to develop, review and update.



### Limits When Phones Can Be Prohibited

Exemptions for emergencies, when permission is given, with a doctor's note or when included in an IEP.

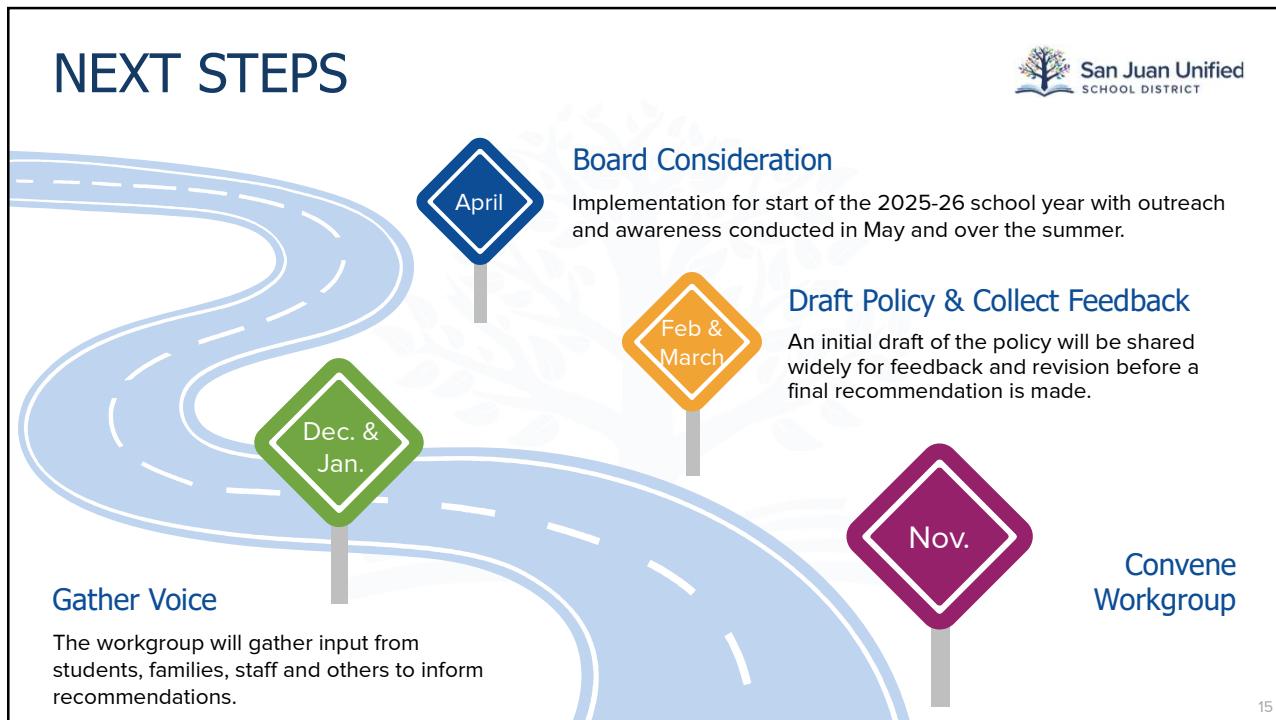


### Must be Completed by 2026

All districts must have an initial policy in place by July 1, 2026 but may implement earlier if prepared.

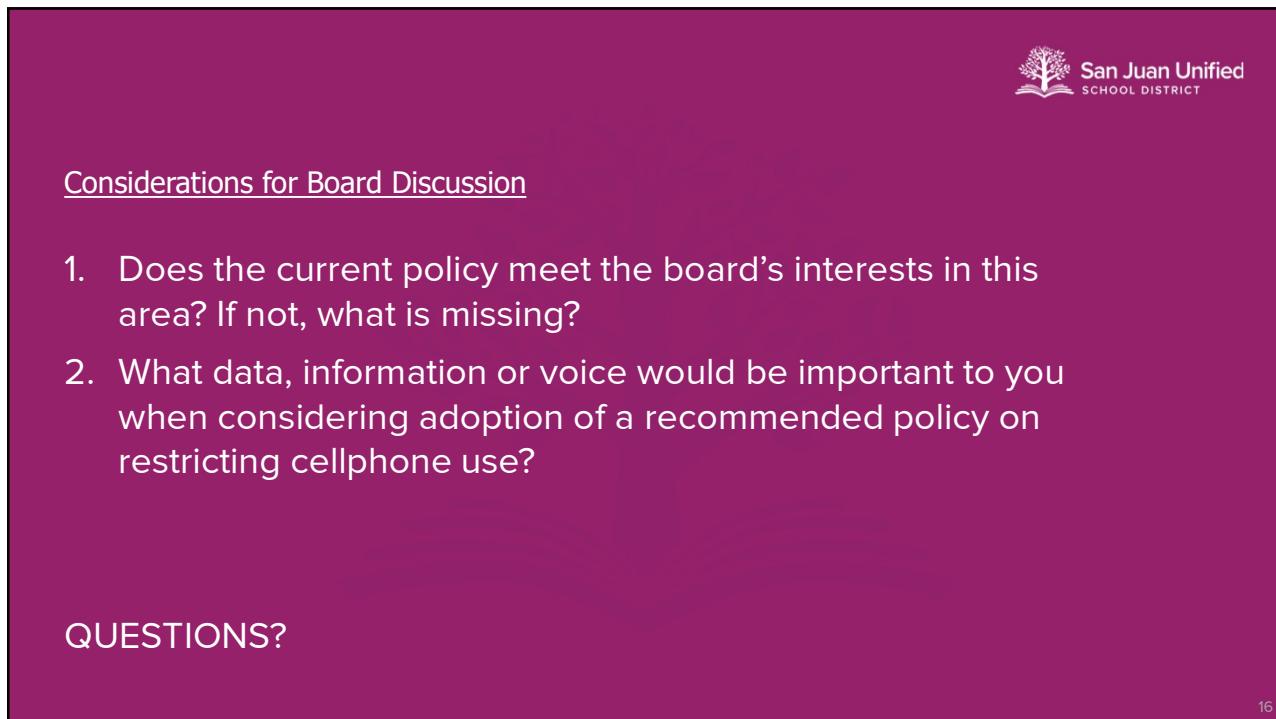
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**Board Policy Manual  
San Juan Unified School District****Policy 5131: Conduct****Status: ADOPTED****Original Adopted Date:** 06/09/1992 | **Last Revised Date:** 01/08/2013

The Governing Board believes that all students have the right to a public education in a positive learning environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct. The Governing Board also believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, careful with school property, and respectful and courteous toward teachers, other students, administrators, staff, and volunteers. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

**Governing Board**

The Governing Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. The Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the Board in conjunction with the administration. The Board shall provide all reasonable support to certificated personnel with respect to student conduct and discipline.

**Superintendent or Designee**

The Superintendent or designee shall establish the necessary procedures to implement and enforce the Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

**School Principals**

School principals shall initiate and enforce a set of school rules, in keeping with District policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

School rules shall be communicated by the principal or designee to continuing students at the beginning of the fall semester and to transfer students at the time of their enrollment. (Education Code section 35291)

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

**Teachers**

Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

**Parents/Guardians**

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children.

Parents/guardians shall be held liable for misconduct of students which leads to the death or injury to any student or to any persons employed by or volunteering for the school district. Parents/guardians are also liable for defacement, injury or loss of any district property belonging to the district. Penalties shall be those specified in law.

(cf. 5131.5 - Vandalism/Due Process)

**Students**

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the

Board. All students shall comply with the regulations of the District, comply with the course of study and submit to the authority of the teachers and administration of the schools. (Education Code section 48908)

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, exclusion or expulsion.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terroristic threats.

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment. Disruption includes breaking into the District's electronic accounts or data.

(cf. 5131.4 - Campus Disturbances)

3. Discrimination, harassment, intimidation, or bullying of students or staff, including, but not limited to sexual harassment, hate-motivated behavior, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.7 - Sexual Harassment)

4. Damage to or theft of property belonging to students, staff, or the District.

(cf. 5131.5 - Vandalism/Due Process)

The District shall not be responsible for student's personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code section 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Obscene acts, or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Closed Campus)

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Androgenic/Anabolic Steroids)

12. Willful defiance of staff's authority.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code section 48901.5)

Personal electronic computing, communication, and/or entertainment devices/technology shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person, or as defined by law. Such devices shall not disrupt the educational program or school activity and shall not be used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

#### Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 6164.2 - Guidance Services)

The District may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

(cf. 1220 - Citizen Advisory Committees)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 5136 - Gangs (Which Advocate Drug Use, Violence, or Disruptive Behavior )

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying not against a protected group shall be investigated and resolved in accordance with site-level grievance procedures specified in BP/AR 1312.1. The District shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 1312.3 - Uniform Complaint Procedures)

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

**CSBA Sample District Policy Manual  
CSBA Policy Management Console****Policy 5131.8: Mobile Communication Devices****Status: ADOPTED****Original Adopted Date:** 10/01/2019 | **Last Reviewed Date:** 10/01/2019

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

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

**State References****Description**

5 CCR 300-307

Duties of students

Civ. Code 1714.1

[Liability of parent or guardian for act of willful misconduct by a minor](#)

Ed. Code 200-270

[Prohibition of discrimination](#)

Ed. Code 32280-32289.5

[School safety plans](#)

Ed. Code 35181

[Governing board authority to set policy on responsibilities of students](#)

Ed. Code 35291-35291.5

[Rules](#)

<b>State References</b>	<b>Description</b>
Ed. Code 44807	<a href="#">Teachers' duty concerning conduct of students</a>
Ed. Code 48900-48925	<a href="#">Suspension and expulsion</a>
Ed. Code 48901.5	<a href="#">Prohibition of electronic signaling devices</a>
Ed. Code 48901.7	<a href="#">Limitation or prohibition of student use of cell phones</a>
Ed. Code 51512	<a href="#">Prohibited use of electronic listening or recording device</a>
Pen. Code 288.2	<a href="#">Harmful matter with intent to seduce</a>
Pen. Code 313	<a href="#">Harmful matter</a>
Pen. Code 647	<a href="#">Use of camera or other instrument to invade person's privacy; misdemeanor</a>
Pen. Code 653.2	<a href="#">Electronic communication devices; threats to safety</a>
Veh. Code 23123-23124	<a href="#">Prohibitions against use of electronic devices while driving</a>
<b>Federal References</b>	<b>Description</b>
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
<b>Management Resources References</b>	<b>Description</b>
California Department of Education Publication	<a href="#">Bullying at School, 2003</a>
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	<a href="#">Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</a>
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">National School Safety Center</a>
Website	<a href="#">Center for Safe and Responsible Internet Use</a>
Website	<a href="#">California Department of Education, Safe Schools</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education</a>
<b>Cross References</b>	<b>Description</b>
0450	<a href="#">Comprehensive Safety Plan</a>
0450	<a href="#">Comprehensive Safety Plan</a>
5131	<a href="#">Conduct</a>
5131.2	<a href="#">Bullying</a>
5131.2	<a href="#">Bullying</a>
5131.4	<a href="#">Student Disturbances</a>
5131.4	<a href="#">Student Disturbances</a>
5131.9	<a href="#">Academic Honesty</a>
5137	<a href="#">Positive School Climate</a>
5141.52	<a href="#">Suicide Prevention</a>
5141.52	<a href="#">Suicide Prevention</a>

<b>Cross References</b>	<b>Description</b>
5145.12	<a href="#">Search And Seizure</a>
5145.12	<a href="#">Search And Seizure</a>
5145.2	<a href="#">Freedom Of Speech/Expression</a>
5145.2	<a href="#">Freedom Of Speech/Expression</a>
6159	<a href="#">Individualized Education Program</a>
6159	<a href="#">Individualized Education Program</a>
6163.4	<a href="#">Student Use Of Technology</a>
6163.4-E(1)	<a href="#">Student Use Of Technology</a>

# Examples of Research Studies on Cellphone Impacts

## **Smartphone use undermines enjoyment of face-to-face social interactions**

Dwyer, Kushlev and Dunn (2017)

<https://doi.org/10.1016/j.jesp.2017.10.007>

## **Relationship between smartphone addiction, loneliness, and depression in adolescents: A correlational structural equation modeling study**

Sharman & Ciftci (2024)

<https://doi.org/10.1016/j.pedn.2024.02.019>

## **Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity**

Ward, Duke, Gneezy and Bos (2017)

<https://www.journals.uchicago.edu/doi/full/10.1086/691462>

## **The attentional cost of receiving a cell phone notification**

Stothart, Mitchum and Yehnert (2015)

<https://psycnet.apa.org/doi/10.1037/xhp0000100>

## **The impact of banning mobile phones in Swedish secondary schools**

Kessel, Hardardottir, Tyrefors (2020)

<https://doi.org/10.1016/j.econedurev.2020.102009>

## **III Communication: Technology, Distraction & Student Performance**

Beland & Murphy (2015)

<http://cep.lse.ac.uk/pubs/download/dp1350.pdf>

## **Technology in education: A tool on whose terms?**

UNESCO

<https://www.unesco.org/gem-report/en/technology>

**SUBJECT:** 2023-24 End of Year Data Summary (Slavensky) - 8:05 p.m.

**DEPARTMENT:** Board of Education

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive a 2023-24 end of year data summary that includes the results of the 2024 California Assessment of Student Performance and Progress (CAASPP).

**RATIONALE/BACKGROUND:**

This presentation will provide the board with a 2023-24 end of year data summary that includes CAASPP results in English language arts (ELA) and mathematics as well as additional summative metrics related to English language proficiency, suspension, and chronic absenteeism.

**ATTACHMENT(S):**

1. Presentation
2. ELA and Math Year-to-Year Comparison
3. 2023-24 ELA Preliminary CAASPP Results (Standard Met)
4. 2023-24 ELA Preliminary CAASPP Results (Distance from Standard)
5. 2023-24 Math Preliminary CAASPP Results (Standard Met)
6. 2023-24 Math Preliminary CAASPP Results (Distance from Standard)
7. 2023-24 English Language Proficiency Assessment for California (ELPAC) Results
8. CAASPP Practice Test Questions

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Gianfranco Tornatore, Ed.D., Director, Continuous Improvement and LCAP

**APPROVED BY:** Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools & Student Support  
Melissa Bassanelli, Superintendent of Schools



# 2023-24 END OF YEAR DATA SUMMARY

*Presented to the Board of Education*

*October 22, 2024*

1

## AGENDA



Data and Dashboard  
Overview



Data Summary



Response to Data

2

## TYPES OF DATA



### Summative Data

Occurs at the **end** of the school year

**Lagging** indicator that provides a final evaluation of knowledge, skill, or proficiency

**State** Data: CA School Dashboard Indicators



### Formative Data

Occurs **during** the school year

**Leading** indicator that provides ongoing and timely feedback to inform and adjust strategies

**Local** Data: iReady, climate survey, grades, educational partner input

3

## REPORTING DATA



### Standard Met

**Percentage**

Met or exceeded standard

Emphasizes current year **status** level

Measure reported on CA data reporting system:  
**Data Quest**



### Distance from Standard (DFS)

**Scale score points**

Distance above/below meeting standard

Emphasizes **growth** and improvement over time

Measure reported on CA accountability system:  
**CA School Dashboard**

4

## CHANGES TO THE DASHBOARD

Improvement – Change from Previous Year



Addition of California Science Test  
(CAST) Performance



Addition of link to Local Control and  
Accountability Plan

Tentative public release of Dashboard by California  
Department of Education: December 1, 2024

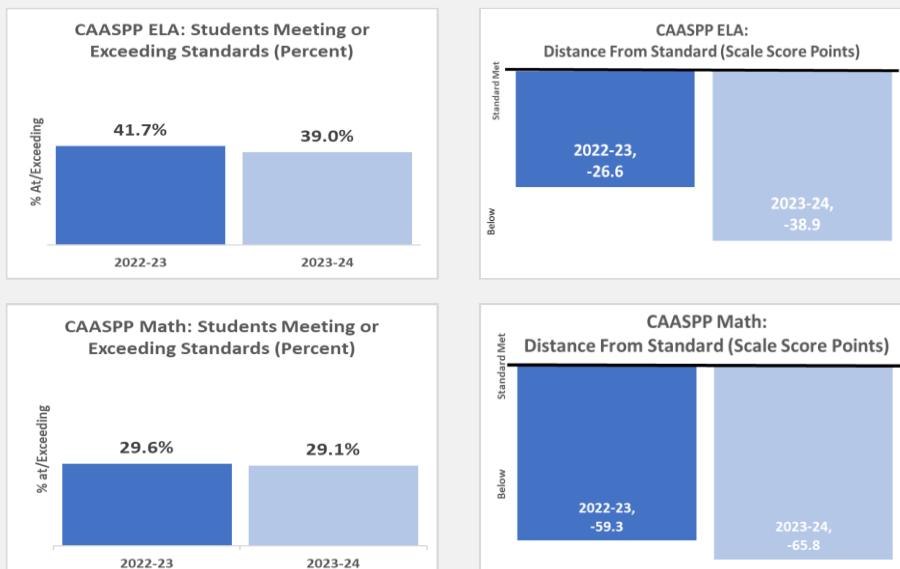
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## 2023-24 END OF YEAR DATA SUMMARY

- English Language Arts (ELA)
- Mathematics
- Science
- English Language Proficiency
- Chronic Absenteeism
- Suspension

6

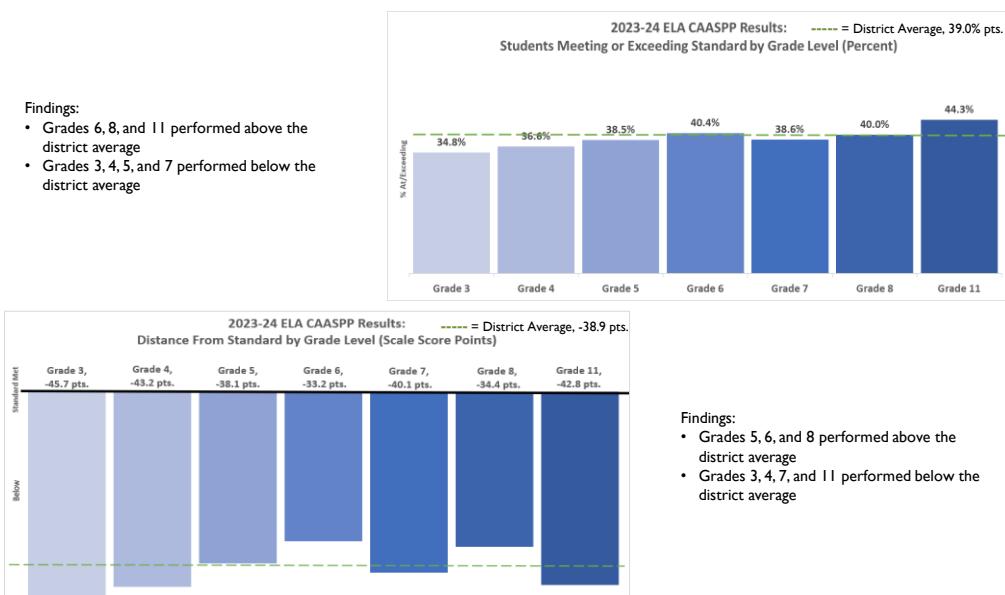
## ELA AND MATH CAASPP\* RESULTS OVERALL



\*California Assessment of Student Performance and Progress (CAASPP)

7

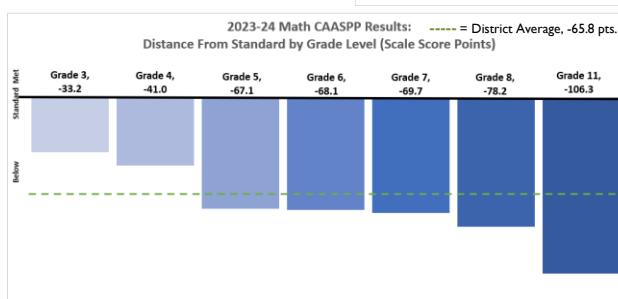
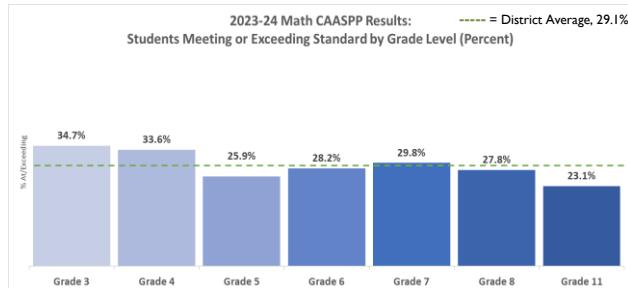
## ELA CAASPP RESULTS BY GRADE LEVEL



8

## MATH CAASPP RESULTS BY GRADE LEVEL

- Findings:**
- Grades 3, 4 and 7 performed above the district average
  - Grades 5, 6, 8 and 11 performed below the district average



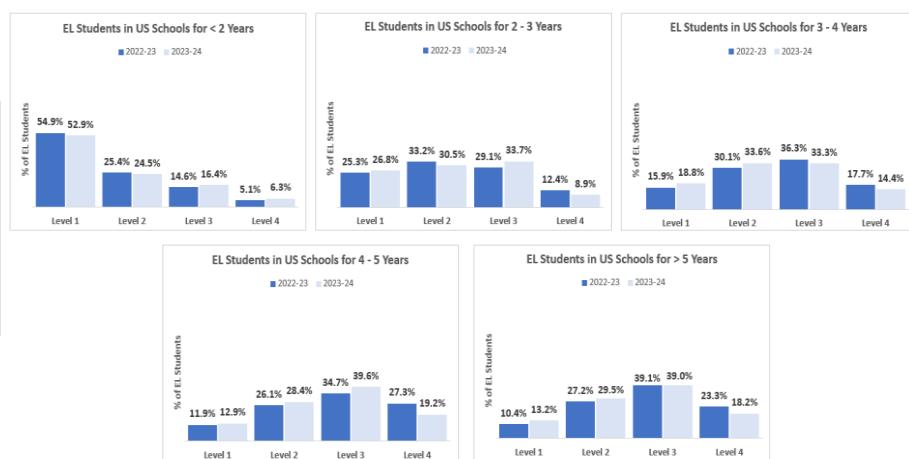
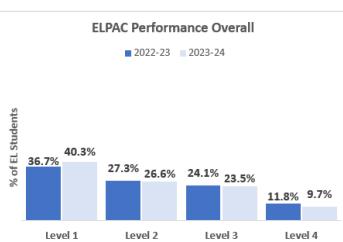
- Findings:**
- Grades 3 and 4 performed above the district average
  - Grades 5-8 and 11 performed below the district average

9

## ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

### Key:

- 4 = Well developed
- 3 = Moderately developed
- 2 = Somewhat developed
- 1 = Minimally developed

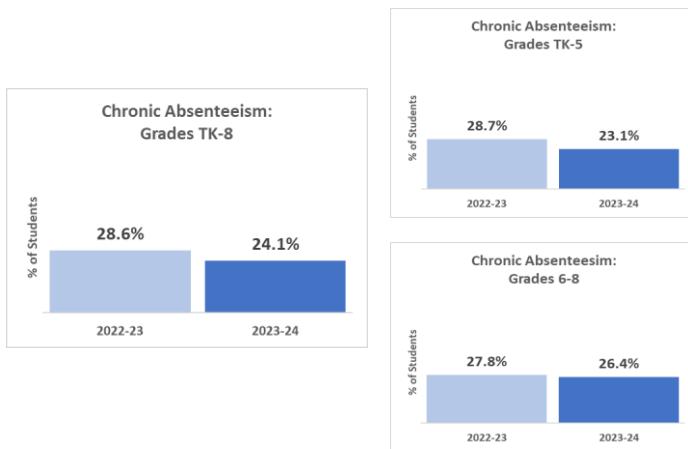


### Findings:

- Percent of students at level 1 proficiency increased from 22-23 to 23-24
- Percent of students at level 4 proficiency decreased from 22-23 to 23-24
- Percent of students at a level 3 increased as the number of year in US schools increases

10

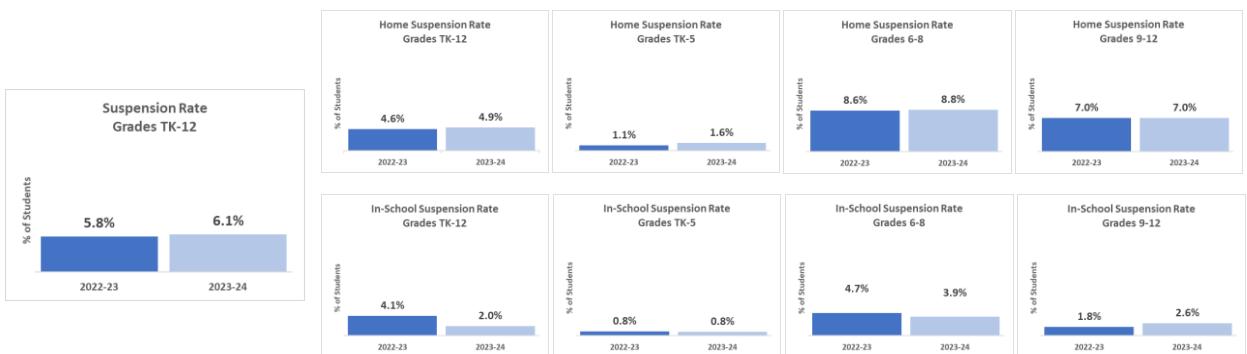
## CHRONIC ABSENTEEISM: TRANSITIONAL KINDERGARTEN (TK)-8<sup>TH</sup> GRADE

**Findings:**

- Decrease in TK-8 chronic absenteeism rate
- Significant decrease in TK-5<sup>th</sup> grade

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## SUSPENSION: TK-12<sup>TH</sup> GRADE

**Findings:**

- Increase in TK-12 overall suspension rate
- Increase in TK-5 and 6-8 home suspension rate
- Decrease in 6-8 in-school suspension rate

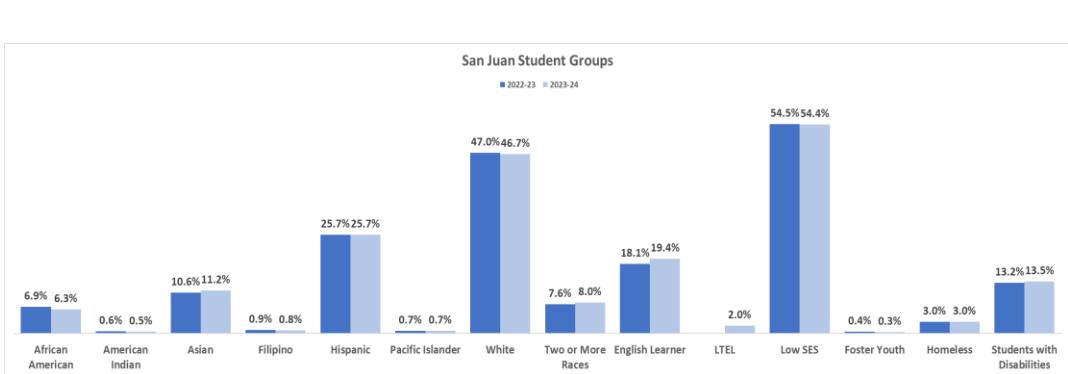
12

# STUDENT GROUPS

Student groups reported on the California School Dashboard:

- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Pacific Islander
- White
- Two or More Races
- English Learner (EL)
- Long-Term English Learner (LTEL)
- Socioeconomically Disadvantaged (SED)
- Foster Youth
- Homeless
- Students with Disabilities

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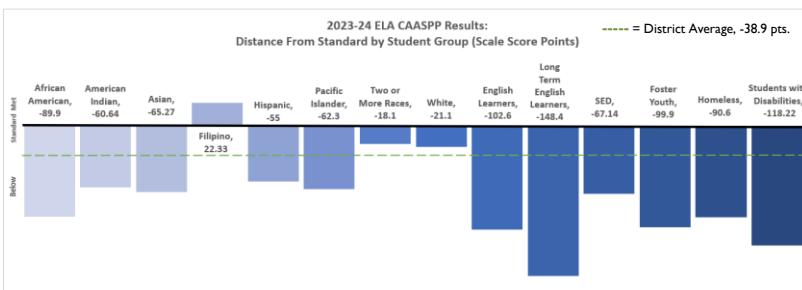
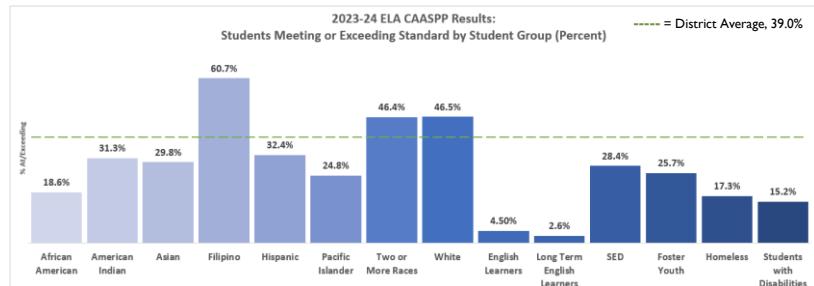


## STUDENT GROUP POPULATION

## ELA CAASPP RESULTS BY STUDENT GROUP

### Findings:

- Student groups performing above district average: Filipino, Two or More Races, White
- Student group with lowest performance level: Long-Term English Learners



### Findings:

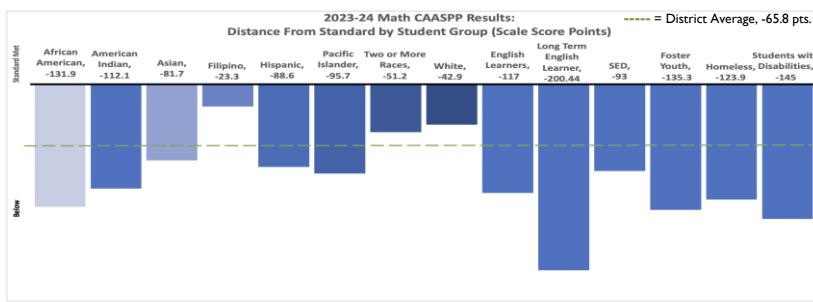
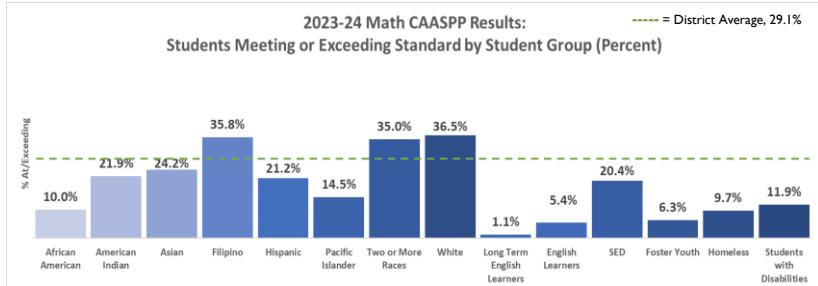
- Student groups performing above district average: Filipino (performed above standard met), Two or More Races, White
- Student group with lowest performance level: Long-Term English Learners

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## MATH CAASPP RESULTS BY STUDENT GROUP

### Findings:

- Student groups performing above district average: Filipino, Two or More Races, White
- Student group with lowest performance level: Long-Term English Learners

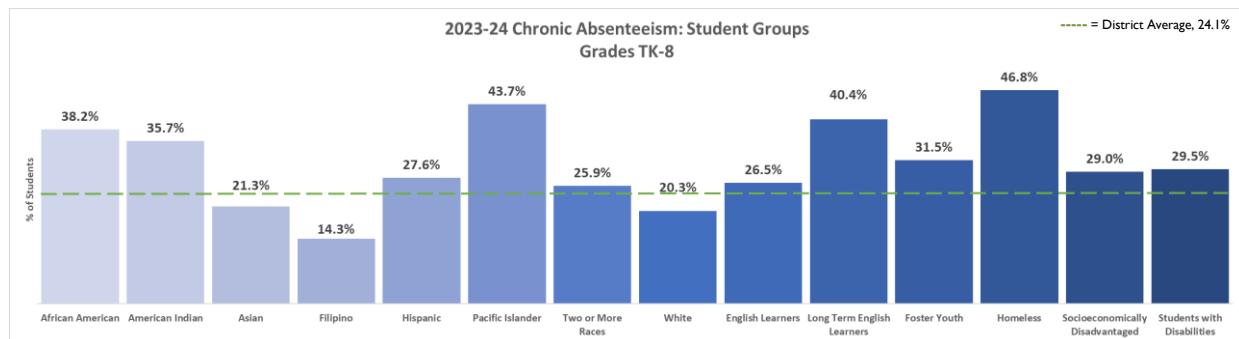


### Findings:

- All student groups performed below standard met
- Student groups performing above district average: Filipino, Two or More Races, White
- Student group with lowest performance level: Long-Term English Learners

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## CHRONIC ABSENTEEISM: TK-8<sup>TH</sup> GRADE

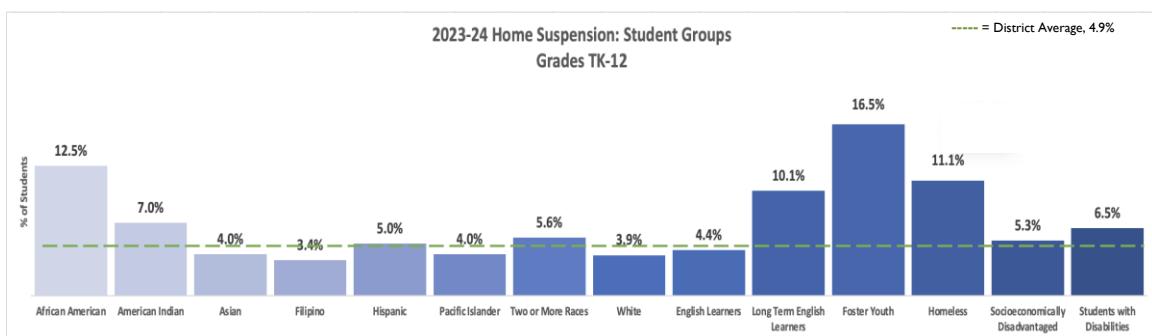


### Findings:

- Student groups with rates below district average: Asian, Filipino, White
- Student groups with highest chronic absenteeism rates: Homeless, Pacific Islander, Long-Term English learner

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## HOME SUSPENSION BY STUDENT GROUP

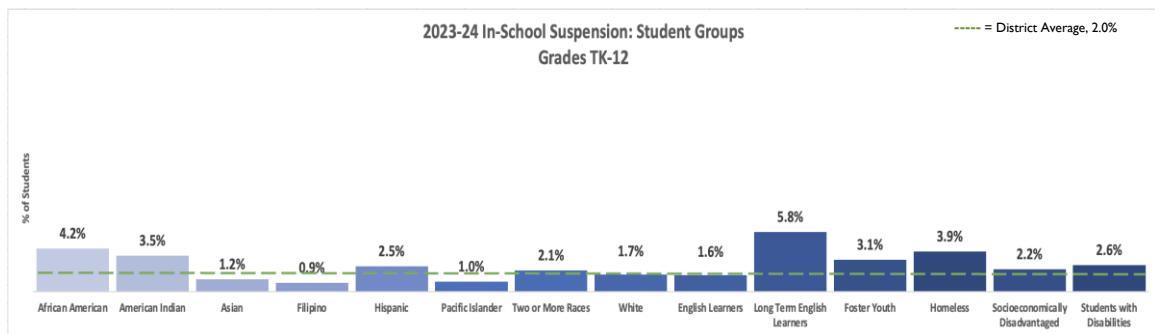


### Findings:

- Student groups with home suspension rates below district average: Asian, Filipino, Pacific Islander, White, English Learner
- Student groups with highest home suspension rates: Foster Youth, African American, Homeless, Long-Term English Learner

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## IN-SCHOOL SUSPENSION BY STUDENT GROUP



### Findings:

- Student groups with in-school suspension rates below district average: Asian, Filipino, Pacific Islander, White, English learner
- Student groups with highest in-school suspension rates: Long-Term English Learner, African American, Homeless, American Indian

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## RESPONDING TO THE DATA

*Successes, areas for growth, and actions to improve outcomes*

20

## Improvement Made

### English Language Arts

- 14 schools increased performance and 8 schools showed significant increase (+3%)
- Foster youth, students with disabilities, and students in grade 6 increased performance levels

### Math

- 18 schools increased performance and 9 schools showed significant increase (+3%)
- African American, socioeconomically disadvantaged, and students in grade 4 and 8 increased performance levels

### English Language Proficiency for English Learners

- Percent of EL students at level 3 increased as the number of years in US schools increases

### Chronic Absenteeism

- Significant decrease in K-8 chronic absenteeism rate

### Suspension

- Significant decrease in 6-8<sup>th</sup> grade in-school suspension rate

## Improvement Needed

### English Language Arts

- 2.7% decrease in performance overall between 22-23 and 23-24
- Student group with lowest performance level: Long-Term English Learner

### Math

- 0.5% decrease in performance overall between 22-23 and 23-24
- Student group with lowest performance level: Long-Term English Learner

### English Language Proficiency for English Learners

- Percent of students at level 4 proficiency decreased from 22-23 to 23-24

### Chronic Absenteeism

- Student groups with highest chronic absenteeism rates: Homeless, Pacific Islander, and Long-Term English learner

### Suspension

- Increase in grade 9-12 in-school suspension rate
- Student groups with highest suspension rates: Foster Youth, African American, Homeless, Long-Term English Learner

2 |

## High-Leverage Actions in Progress

### English Language Arts

- Strengthen literacy programs that include explicit phonics instruction and intervention (i.e. Aspire, LETRS)
- Integrated ELD professional learning focused on LTELs
- MS pilot of Expository Reading and Writing Curriculum: Build disciplinary language, reading, and writing skills aligned to the ELA and ELD standards
- K-2 Reading Difficulty Screener: Determine risk for reading difficulty and students in need of additional assessment and intervention

### Mathematics

- Professional learning opportunities focused evidence based early numeracy instruction (i.e. Math Recovery)
- Extended learning opportunities during summer for priority student groups to accelerate growth towards math standards
- Additional middle and high school math sections to provide differentiated instruction in smaller groups

### English Language Proficiency for English Learners

- Lexia English: Personalized learning paths for ELs to develop reading, language, and literacy skills
- EL Achieve: Additional listening, speaking, reading, and writing support aligned to domains assessed on the ELPAC
- Extended ELD for Newcomer and LTEL students

2 |

# High-Leverage Actions in Progress

## Chronic Absenteeism

- Expand Attendance Academy at elementary and middle schools to provide targeted attendance support services
- Expand transportation for homeless and foster youth students
- Support schools with creating site attendance plans and implementing attendance interventions

## Suspension

- Focus on high schools and disproportionately suspended student groups
- Creating warm and welcoming school environments
- Implementing interventions and alternative practices to suspension
- Effective teaming practices such as utilizing data and calibrating responses to student needs

2 3

STORIES BEHIND  
THE DATA



Howe Avenue Elementary  
Christina Allison

2 4

## BOARD DISCUSSION

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**Preliminary Results**  
**California Assessment of Student Performance and Progress (CAASPP)**  
**English Language Arts and Mathematics**  
**22-23 and 23-24**

The table below shows the percent of tested students scoring standard met or standard exceeded and Distance from Standard (DFS) in English language arts (ELA) and math during the 2022-23 and 2023-24 school year.

*Table 1: ELA CAASPP Preliminary Results by Grade Level*

ELA Summative Assessment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total
<b>2023-24 % Met or Exceeded Standard</b>	34.8%	36.6%	38.5%	40.4%	38.6%	40.0%	44.3%	<b>39.0%</b>
<b>2022-23 % Met or Exceeded Standard</b>	35.3%	37.7%	42.1%	37.8%	42.7%	41.1%	55.2%	<b>41.8%</b>
<b>2023-24 Distance From Standard</b>	-45.7	-43.2	-38.1	-33.2	-40.1	-34.4	-42.8	<b>-38.9</b>
<b>2022-23 Distance From Standard</b>	-43.9	-38.8	-27.0	-39.3	-30.0	-37.6	5.6	<b>-29.9</b>

*Table 2: Math CAASPP Preliminary Results by Grade Level*

Math Summative Assessment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total
<b>2023-24 % Met or Exceeded Standard</b>	34.7%	33.6%	25.9%	28.2%	29.8%	27.8%	23.1%	<b>29.1%</b>
<b>2022-23 % Met or Exceeded Standard</b>	35.1%	32.3%	26.3%	27.7%	31.7%	26.7%	27.1%	<b>29.6%</b>
<b>2023-24 Distance From Standard</b>	-33.2	-41.0	-67.1	-68.1	-69.7	-78.2	-106.3	<b>-65.8</b>
<b>2022-23 Distance From Standard</b>	-38.9	-45.9	-59.7	-70.7	-56.2	-56.0	-87.8	<b>-59.4</b>

Attachment 2

*Table 3: ELA CAASPP Preliminary Results by Student Group*

ELA Summative Assessment	AA	AI	AS	FI	Hisp.	PI	TOM	White	EL	FY	HM	LTEL	SED	SWD
<b>2023-24 % Met or Exceeded Standard</b>	18.6%	31.3%	29.8%	60.7%	32.4%	24.8%	46.4%	46.5%	4.5%	25.7%	17.3%	2.6%	28.4%	15.2%
<b>2022-23 % Met or Exceeded Standard</b>	20.3%	36.8%	32.8%	57.6%	34.9%	32.8%	45.8%	50.1%	6.1%	24.4 %	18.5%	*	28.3%	13.6%
<b>2023-24 Distance From Standard</b>	-89.6	-60.6	-65.3	22.3	-55.0	-62.3	-18.1	-21.1	-102.6	-99.9	-90.6	-148.4	-67.1	-118.2
<b>2022-23 Distance From Standard</b>	-85.7	-40.0	-54.8	6.4	-43.4	-38.2	-11.2	-5.4	-92.3	-109.3	-92.3	*	-62.2	-102.5

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; FI = Filipino; Hisp. = Hispanic; PI = Pacific Islander/Hawaiian Native; TOM = Two or More Races; EL = English Learner; FY = Foster Youth; HM = Homeless; \*LTEL = Long Term English Learner (new for 2023-24); SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

*Table 4: Math CAASPP Preliminary Results by Student Group*

Math Summative Assessment	AA	AI	AS	FI	Hisp.	PI	TOM	White	EL	FY	HM	LTEL	SED	SWD
<b>2023-24 % Met or Exceeded Standard</b>	10.0%	21.9%	24.2%	35.8%	21.2%	14.5%	35.0%	36.5%	5.4%	6.3%	9.7%	1.1%	20.4%	11.9%
<b>2022-23 % Met or Exceeded Standard</b>	8.8%	19.0%	26.2%	38.5%	22.1%	18.0%	33.1%	37.2%	6.5%	11.9%	11.4%	*	18.1%	11.8%
<b>2023-24 Distance From Standard</b>	-131.9	-112.1	-81.7	-23.3	-88.6	-95.7	-51.2	-42.9	-117.0	-135.3	-123.9	-200.4	-93.0	-145.0
<b>2022-23 Distance From Standard</b>	-125.1	-86.9	-71.7	-35.4	-81.3	-92.1	-48.1	-36.2	-112.9	-157.2	-128.4	*	-93.7	-131.1

AA = African American; AI = American Indian/Alaskan Native; AS = Asian; FI = Filipino; Hisp. = Hispanic; PI = Pacific Islander/Hawaiian Native; TOM = Two or More Races; EL = English Learner; FY = Foster Youth; HM = Homeless; \*LTEL = Long Term English Learner (new for 2023-24); SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

## 2023-24 ELA CAASPP Preliminary Results (Percent of Students Meeting or Exceeding Standards)

Site	Percent of Students Meeting or Exceeding Standards																						
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	38.99%	34.77%	36.60%	38.51%	40.35%	38.63%	40.01%	44.31%	18.61%	31.25%	29.77%	60.74%	32.38%	24.81%	46.35%	46.51%	4.48%	25.71%	17.33%	2.64%	47.95%	28.42%	15.24%
Population	19,140	2,761	2,792	2,784	2,652	2,736	2,754	2,661	1,209	96	2,220	163	5,018	133	1,521	8,780	3,458	35	802	379	2,150	11,617	2,401
<b>Elementary</b>																							
Albert Schweitzer Elementary	33.6%	38.3%	42.5%	22.6%	-	-	-	-	0.0%	0.0%	37.5%	-	30.8%	0.0%	35.7%	36.0%	0.0%	-	0.0%	-	62.5%	28.7%	17.6%
Arlington Heights Elementary	27.9%	14.3%	42.5%	27.7%	-	-	-	-	22.2%	0.0%	33.3%	100.0%	24.4%	0.0%	43.8%	25.9%	12.5%	0.0%	20.0%	-	33.3%	22.4%	11.8%
Cambridge Heights Elementary	58.9%	49.0%	57.9%	70.0%	-	-	-	-	25.0%	66.7%	75.0%	-	59.4%	-	83.3%	51.7%	0.0%	-	50.0%	-	80.0%	55.0%	38.9%
Cameron Ranch Elementary	21.1%	8.2%	26.8%	26.1%	-	-	-	-	20.0%	0.0%	21.1%	-	26.8%	0.0%	37.5%	11.5%	0.0%	-	7.1%	-	70.0%	19.2%	3.3%
Carmichael Elementary	27.0%	40.4%	19.3%	22.2%	-	-	-	-	15.0%	0.0%	13.6%	100.0%	34.1%	-	27.3%	29.9%	6.5%	-	18.2%	-	58.3%	26.8%	9.8%
Carriage Drive Elementary	27.9%	25.8%	20.5%	36.6%	-	-	-	-	14.3%	-	25.0%	50.0%	22.6%	0.0%	25.0%	34.0%	9.3%	0.0%	0.0%	-	41.2%	25.7%	19.4%
Charles Peck Elementary	26.7%	17.6%	21.6%	41.7%	-	-	-	-	16.7%	-	0.0%	-	21.1%	50.0%	50.0%	32.8%	0.0%	0.0%	27.3%	-	23.5%	23.2%	17.2%
Cottage Elementary	15.2%	10.0%	7.6%	29.2%	-	-	-	-	20.0%	0.0%	10.0%	0.0%	24.1%	0.0%	22.2%	16.3%	0.9%	-	8.3%	-	44.4%	13.8%	5.6%
Coyle Avenue Elementary	14.5%	14.5%	7.4%	20.6%	-	-	-	-	11.8%	0.0%	0.0%	33.3%	14.0%	0.0%	10.0%	17.6%	0.0%	0.0%	18.2%	-	0.0%	14.0%	9.8%
Del Dayo Elementary	58.0%	55.7%	63.5%	61.8%	45.2%	-	-	-	57.1%	100.0%	44.4%	-	56.1%	0.0%	54.5%	60.5%	5.3%	-	0.0%	0.0%	81.8%	47.5%	44.0%
Del Paso Manor Elementary	43.5%	48.0%	39.6%	49.6%	33.3%	-	-	-	10.7%	50.0%	30.2%	66.7%	32.1%	33.3%	75.0%	55.1%	7.2%	-	20.0%	0.0%	65.0%	31.6%	19.6%
Dyer-Kelly Elementary	8.5%	7.8%	7.6%	10.2%	-	-	-	-	13.6%	0.0%	8.3%	-	8.1%	-	15.0%	6.4%	3.7%	-	5.9%	-	47.8%	7.4%	3.1%
Earl Legette Elementary	53.4%	52.5%	60.9%	54.9%	43.4%	-	-	-	33.3%	-	28.6%	50.0%	52.5%	-	47.1%	55.6%	25.0%	-	100.0%	0.0%	50.0%	43.6%	17.8%
Grand Oaks Elementary	27.2%	27.9%	23.5%	30.8%	-	-	-	-	0.0%	0.0%	10.0%	-	22.1%	100.0%	50.0%	34.9%	0.0%	100.0%	18.2%	-	75.0%	25.2%	17.8%
Green Oaks Fundamental Elementary	61.3%	52.0%	67.9%	63.6%	-	-	-	-	0.0%	33.3%	50.0%	58.8%	-	60.0%	64.0%	20.0%	-	33.3%	-	50.0%	50.7%	20.0%	
Greer Elementary	20.7%	12.0%	25.5%	24.5%	-	-	-	-	12.3%	100.0%	15.2%	0.0%	32.6%	40.0%	15.8%	18.6%	4.1%	0.0%	6.3%	-	54.3%	17.3%	10.3%
Harry Dewey Fundamental Elementary	41.0%	31.5%	36.8%	38.6%	61.4%	-	-	-	25.0%	100.0%	16.7%	0.0%	36.2%	0.0%	57.1%	43.1%	0.0%	-	0.0%	0.0%	40.0%	29.7%	18.2%
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Howe Avenue Elementary	14.1%	19.0%	5.9%	17.1%	-	-	-	-	2.3%	0.0%	16.1%	0.0%	19.4%	50.0%	21.4%	8.8%	5.5%	-	6.7%	-	47.1%	14.8%	0.0%
James R. Cowan Fundamental Elementary	51.4%	38.0%	67.9%	45.7%	57.6%	-	-	-	22.2%	100.0%	31.6%	100.0%	54.8%	50.0%	50.0%	57.0%	4.5%	-	25.0%	-	72.0%	38.2%	53.3%
Mariemont Elementary	64.8%	65.3%	69.4%	59.5%	-	-	-	-	50.0%	-	63.2%	100.0%	56.8%	-	56.7%	68.6%	20.0%	-	50.0%	-	80.0%	50.0%	32.0%
Mariposa Avenue Elementary	27.4%	31.5%	20.2%	20.0%	-	-	-	-	33.3%	33.3%	20.0%	-	22.0%	0.0%	11.8%	36.9%	0.0%	-	30.0%	-	44.4%	26.2%	13.6%
Mary Deterding Elementary	64.5%	70.3%	66.0%	64.3%	50.9%	-	-	-	31.3%	100.0%	60.0%	50.0%	59.2%	-	74.4%	67.8%	21.1%	-	25.0%	0.0%	76.5%	55.8%	37.0%
Mission Avenue Open Elementary	44.0%	47.1%	42.6%	43.5%	43.4%	-	-	-	40.0%	-	31.4%	50.0%	42.9%	0.0%	37.5%	48.9%	2.6%	-	0.0%	-	58.1%	38.3%	25.8%
Northridge Elementary	31.6%	26.5%	25.9%	25.0%	48.2%	-	-	-	18.2%	100.0%	66.7%	100.0%	29.9%	0.0%	15.0%	38.0%	21.2%	-	41.2%	33.3%	55.6%	29.1%	12.8%
Oakview Community Elementary	50.0%	49.2%	53.6%	47.3%	-	-	-	-	0.0%	0.0%	71.4%	-	52.3%	0.0%	38.5%	51.4%	33.3%	-	-	-	50.0%	43.5%	22.2%
Ottoman Way Elementary	31.8%	16.7%	29.5%	44.9%	-	-	-	-	0.0%	-	20.0%	0.0%	22.2%	50.0%	37.5%	41.8%	0.0%	-	42.9%	-	66.7%	23.8%	5.6%
Pasadena Avenue Elementary	25.5%	32.0%	20.4%	24.0%	-	-	-	-	12.5%	100.0%	33.3%	0.0%	20.4%	-	18.8%	31.4%	10.0%	-	0.0%	-	50.0%	19.8%	17.6%
Pershing Elementary	63.9%	66.7%	67.1%	62.6%	56.9%	-	-	-	40.0%	100.0%	91.3%	100.0%	54.7%	100.0%	63.6%	63.0%	21.7%	-	0.0%	0.0%	64.3%	51.7%	43.6%
Skycrest Elementary	34.8%	24.1%	39.1%	44.1%	-	-	-	-	10.0%	50.0%	0.0%	50.0%	28.4%	-	42.9%	44.1%	4.1%	0.0%	16.7%	-	57.8%	27.8%	5.8%
Thomas Kelly Elementary	29.8%	36.2%	36.8%	17.5%	-	-	-	-	37.5%	0.0%	28.6%	100.0%	26.0%	50.0%	30.8%	30.4%	5.9%	0.0%	23.1%	-	40.0%	20.2%	16.7%
Trajan Elementary	42.9%	38.2%	50.0%	41.7%	-	-	-	-	0.0%	-	66.7%	100.0%	39.1%	-	63.6%	41.9%	12.5%	-	100.0%	-	80.0%	37.5%	23.5%
Twin Lakes Elementary	45.7%	41.5%	46.5%	49.1%	45.1%	-	-	-	0.0%	0.0%	50.0%	100.0%	35.6%	100.0%	50.0%	47.9%	11.1%	-	33.3%	-	16.7%	38.7%	15.0%
Whitney Avenue Elementary	19.3%	9.1%	13.8%	36.8%	-	-	-	-	19.4%	-	4.9%	0.0%	17.4%	0.0%	33.3%	33.3%	1.8%	-	11.8%	-	37.5%	16.9%	7.7%
<b>K-8</b>																							
Gold River Discovery Center K-8	54.6%	51.3%	62.8%	59.4%	51.6%	57.3%	45.9%	-	25.0%	-	69.7%	33.3%	44.9%	66.7%	53.5%	57.9%	3.2%	-	0.0%	0.0%	57.9%	42.2%	40.0%
Kingswood K-8	22.0%	24.0%	23.2%	30.4%	12.7%	21.0%	22.4%	-	26.5%	0.0%	22.2%	66.7%	20.3%	0.0%	25.0%	18.3%	4.5%	0.0%	10.5%	0.0%	33.9%	20.3%	9.5%
Lichen K-8	27.6%	36.4%	25.0%	26.9%	19.5%	31.1%	26.0%	-	10.0%	-	0.0%	75.0%	22.8%	22.2%	45.0%	31.5%	2.3%	-	6.3%	0.0%	28.0%	22.5%	17.9%
Orangevale Open K-8	52.9%	65.8%	52.4%	66.0%	45.3%	45.3%	45.0%	-	33.3%	-	45.5%	50.0%	55.4%	-	37.9%	54.2%	6.7%	-	0.0%	0.0%	46.2%	47.7%	20.0%
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Sierra Oaks K-8	33.6%	36.5%	33.8%	36.4%	36.1%	24.6%	32.8%	-	18.2%	-	31.6%	60.0%	19.8%	0.0%	47.5%	42.5%	3.1%	-	8.3%	0.0%	34.1%	28.0%	17.1%
Starr King K-8	13.7%	7.1%	10.5%	11.0%	18.2%	16.9%	18.1%	-	17.0%	-	7.5%	0.0%	21.5%	0.0%	19.2%	16.7%	2.2%	-	10.3%	15.4%	50.0%	11.7%	2.0%
Thomas Edison Language Institute K-8	29.0%	23.5%	18.5%	31.3%	38.5%	35.7%	30.8%	-	14.0%	0.0%	25.7%	0.0%	32.1%	0.0%	38.5%	32.1%	2.2%	50.0%	17.6%	13.3%	41.7%	25.0%	9.3%
Woodside K-8	38.3%	39.5%	49.0%	43.9%	40.0%	25.9%	30.8%	-	17.6%	0.0%	25.0%	100.0%	36.6%	-	60.0%	40.7%	10.3%	0.0%	16.7%	0.0%	50.0%	32.0%	19.6%
<b>Middle</b>																							
Andrew Carnegie Middle	50.6%	-	-	-	62.0%	50.7%	47.8%	-	12.5%	-	61.1%	66.7%	41.7%	0.0%	60.3%	53.4%	7.7%	-	18.2%	0.0%	41.5%	40.9%	21.4%
Arcade Middle	25.9%	-	-	-	18.9%	28.9%	28.0%	-	15.0%	-	12.5%	0.0%	18.8%	0.0%	30.0%	41.9%	4.3%	-	11.8%	5.6%	38.5%	18.4%	3.6%
Arden Middle	48.8%	-	-	-	43.0%	44.9%	56.2%	-	16.3%	25.0%	16.5%	66.7%	41.6%	28.6%	56.8%	62.1%	1.0%	-	21.4%	0.0%	44.0%	36.3%	18.2%
John Barrett Middle	35.3%	-	-	-	41.7%	34.4%	31.3%	-	20.0%	33.3%	29.3%	40.0%	29.7%	50.0%	30.3%	39.6%	7.6%	0.0%	20.8%	0.0%	44.4%	26.0%	9.8%
Katherine Johnson Middle	6.4%	-	-	-	6.2%	3.0%	9.4%	-	6.4%	25.0%	4.6%	0.0%	6.5%	27.3%	9.7%	4.7%	0.4%	0.0%	2.6%	0.0%	20.0%	6.2%	2.8%
La Vista Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Louis Pasteur Fundamental Middle	48.6%	-	-	-	45.9%	50.9%	48.8%	-	54.5%	25.0%	60.0%	87.5%	39.9%	100.0%	48.8%	50.1%	13.5%	-	30.8%				

Site	Percent of Students Meeting or Exceeding Standards																							
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD	
District	38.99%	34.77%	36.60%	38.51%	40.35%	38.63%	40.01%	44.31%	18.61%	31.25%	29.77%	60.74%	32.38%	24.81%	46.35%	46.51%	4.48%	25.71%	17.33%	2.64%	47.95%	28.42%	15.24%	
Population	19,140	2,761	2,792	2,784	2,652	2,736	2,754	2,661	1,209	96	2,220	163	5,018	133	1,521	8,780	3,458	35	802	379	2,150	11,617	2,401	
<b>High School</b>																								
Bella Vista High	57.5%	-	-	-	-	-	-	57.5%	30.0%	100.0%	55.0%	100.0%	44.0%	0.0%	71.8%	60.7%	3.8%	-	16.7%	0.0%	61.1%	44.6%	21.1%	
Casa Roble Fundamental High	45.8%	-	-	-	-	-	-	45.8%	16.7%	25.0%	0.0%	50.0%	53.6%	0.0%	57.1%	44.6%	0.0%	-	50.0%	0.0%	58.3%	39.6%	18.5%	
Del Campo High	29.9%	-	-	-	-	-	-	29.9%	11.5%	0.0%	11.1%	100.0%	24.0%	50.0%	40.0%	35.9%	0.0%	-	62.5%	0.0%	31.3%	22.1%	13.8%	
El Camino Fundamental High	45.6%	-	-	-	-	-	-	45.6%	23.5%	50.0%	11.8%	-	36.4%	40.0%	52.6%	61.3%	0.0%	-	50.0%	0.0%	32.1%	35.7%	13.8%	
El Sereno Alternative Education	46.3%	-	-	-	-	-	-	46.3%	-	-	0.0%	-	66.7%	-	40.0%	42.3%	0.0%	100.0%	0.0%	50.0%	0.0%	62.5%	0.0%	
Encina High	9.9%	-	-	-	-	-	-	9.9%	15.0%	0.0%	4.8%	0.0%	18.6%	0.0%	0.0%	4.8%	1.4%	-	5.9%	0.0%	40.9%	8.0%	0.0%	
La Entrada Continuation High	12.5%	-	-	-	-	-	-	12.5%	12.5%	0.0%	0.0%	-	20.0%	-	-	8.3%	0.0%	0.0%	10.0%	0.0%	0.0%	4.2%	0.0%	
Laurel Ruff Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Meraki High	81.3%	-	-	-	-	-	-	81.3%	100.0%	-	100.0%	-	100.0%	-	100.0%	76.9%	-	-	-	-	-	-	100.0%	100.0%
Mesa Verde High	29.2%	-	-	-	-	-	-	29.2%	16.7%	33.3%	40.0%	33.3%	20.5%	100.0%	46.7%	34.5%	0.0%	-	30.8%	0.0%	26.1%	24.8%	5.7%	
Mira Loma High	59.8%	-	-	-	-	-	-	59.8%	56.5%	40.0%	57.6%	86.7%	61.3%	25.0%	83.3%	56.3%	3.9%	0.0%	41.2%	5.6%	64.8%	45.1%	31.3%	
Rio Americano High	52.4%	-	-	-	-	-	-	52.4%	25.0%	100.0%	37.1%	75.0%	42.9%	0.0%	75.0%	55.5%	0.0%	-	50.0%	20.0%	60.0%	38.1%	14.3%	
San Juan High	27.7%	-	-	-	-	-	-	27.7%	40.0%	-	0.0%	75.0%	23.9%	-	28.6%	27.7%	2.5%	100.0%	9.1%	0.0%	43.2%	25.0%	11.5%	

- No population

Data as of Jul 30th, 2024

## Attachment 4

## 2023-24 ELA CAASPP Preliminary Results (Distance from Standard Met)

Site	Distance From Standard Met																							
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	HISP	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD	
District	-38.93	-45.72	-43.19	-38.06	-33.16	-40.12	-34.44	-42.77	-89.86	-60.64	-65.27	22.33	-54.96	-62.34	-18.11	-21.14	-102.62	-99.91	-90.63	-148.42	-8.86	-67.14	-118.22	
Population	18,530	2,676	2,684	2,678	2,541	2,629	2,653	2,669	1,113	99	2,036	150	4,891	116	1,477	8,647	4,612	46	702	385	2,269	11,111	2,451	
<b>Elementary</b>																								
Albert Schweitzer Elementary	-63.04	-40.11	-41.02	-100.25	-	-	-	-	-164.40	-118.00	-55.38	-	-79.64	-60.00	-34.00	-60.27	-99.71	35.00	-176.83	-	35.75	-85.41	-113.92	
Arlington Heights Elementary	-78.73	-101.25	-45.75	-85.23	-	-	-	-	-105.14	-26.00	-106.00	118.00	-80.95	-41.00	-79.93	-75.49	-108.80	-74.50	-138.67	-	-29.67	-95.96	-141.38	
Cambridge Heights Elementary	18.65	15.27	11.30	30.98	-	-	-	-	-6.25	47.00	78.14	-	21.31	-	33.04	9.25	-20.22	-	-110.00	-	49.90	9.41	-7.58	
Cameron Ranch Elementary	-79.73	-108.60	-86.16	-39.95	-	-	-	-	-56.93	-138.00	-97.94	-	-67.50	-89.50	-2.08	-109.83	-126.98	-49.00	-87.22	-	-15.00	-89.66	-133.25	
Carmichael Elementary	-81.37	-70.19	-102.67	-81.77	-	-	-	-	-106.33	-163.00	-115.64	32.00	-56.47	-	-138.92	-76.61	-108.51	-	-34.75	-	-48.20	-78.26	-174.57	
Carriage Drive Elementary	-58.77	-59.06	-79.87	-39.24	-	-	-	-	-42.57	-	-26.14	-27.00	-62.18	-	-90.67	-59.15	-71.52	-17.50	-158.91	-	-37.22	-70.72	-94.82	
Charles Peck Elementary	-65.97	-66.70	-84.77	-45.53	-	-	-	-	-139.73	-	-99.83	-	-84.79	34.50	-5.43	-41.19	-88.08	-287.00	-57.22	-	-33.72	-73.60	-144.58	
Cottage Elementary	-93.92	-111.07	-95.81	-72.34	-	-	-	-	-50.40	-182.00	-112.19	-	-82.07	-	-90.11	-85.01	-116.76	-	-154.75	-	-27.24	-99.42	-128.21	
Coyle Avenue Elementary	-84.44	-97.98	-84.47	-72.45	-	-	-	-	-85.73	-95.00	-45.00	-15.00	-81.57	-106.50	-62.74	-93.90	-147.93	-155.00	-103.00	-	-102.14	-88.19	-117.36	
Del Dayo Elementary	11.04	-4.23	22.31	32.03	-24.74	-	-	-	-15.57	18.00	-11.28	-	3.63	-25.00	27.45	12.10	-30.46	-	-34.00	-116.00	82.73	-13.80	-77.38	
Del Paso Manor Elementary	-32.97	-30.37	-28.93	-21.39	-59.06	-	-	-	-100.75	-30.75	-68.25	55.67	-72.15	-183.00	47.71	2.33	-89.62	-	-110.79	-128.78	4.52	-61.86	-150.04	
Dyer-Kelly Elementary	-129.21	-122.35	-135.71	-130.46	-	-	-	-	-100.35	-52.00	-136.54	-	-129.31	-	-105.28	-131.83	-134.53	-	-161.93	-	-24.49	-131.83	-153.33	
Earl Legette Elementary	-8.18	-12.70	0.44	-6.09	-15.04	-	-	-	-73.67	-	-12.86	-3.75	-6.48	-	4.06	-8.63	-72.16	-	51.00	-	25.38	-37.43	-116.26	
Grand Oaks Elementary	-60.55	-50.26	-77.22	-53.49	-	-	-	-	-187.00	-64.00	-93.14	-	-73.47	37.00	24.50	-42.51	-115.74	8.00	-17.00	-	35.67	-68.92	-93.39	
Green Oaks Fundamental Elementary	33.04	-6.89	38.11	71.21	-	-	-	-	-107.00	23.33	7.00	43.81	-	61.88	31.43	-18.93	-	-65.50	-	22.50	5.07	-108.33		
Greer Elementary	-85.80	-99.88	-86.96	-71.34	-	-	-	-	-98.67	189.00	-109.34	-33.00	-61.47	-62.75	-79.41	-88.91	-98.56	-160.00	-124.65	-	16.60	-90.30	-130.69	
Harry Dewey Fundamental Elementary	-26.53	-35.36	-44.88	-30.40	12.27	-	-	-	-77.67	60.00	-104.67	-70.00	-47.06	-48.00	-1.64	-17.29	-106.65	-	-79.20	-301.00	-0.80	-42.43	-110.20	
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Howe Avenue Elementary	-107.40	-91.63	-131.73	-101.02	-	-	-	-	-133.12	-8.00	-108.93	-95.00	-90.57	-91.33	-73.13	-114.88	-110.08	-	-136.67	-	-5.98	-108.72	-190.24	
James R. Cowan Fundamental Elementary	0.46	-26.45	33.40	-7.95	3.34	-	-	-	-74.06	29.00	-69.69	84.00	5.08	-67.50	12.81	17.04	-36.66	-24.00	-105.67	-	44.50	-37.48	-58.00	
Mariemont Elementary	30.20	28.63	45.91	15.46	-	-	-	-	-55.75	-	-5.17	214.00	8.11	-	30.69	40.64	-48.36	-	33.00	-	38.18	-12.15	-96.67	
Mariposa Avenue Elementary	-73.31	-60.18	-76.56	-84.73	-	-	-	-	-28.00	-76.00	-95.69	-	-97.69	-173.00	-66.82	-52.45	-117.65	-22.00	-108.83	-	-16.45	-77.42	-124.33	
Mary Deterding Elementary	27.91	33.18	29.99	36.70	-5.10	-	-	-	-33.31	139.00	41.98	27.00	7.66	-	57.47	30.18	-33.41	-	-70.63	-124.50	53.32	0.98	-36.91	
Mission Avenue Open Elementary	-29.62	-32.16	-51.07	-32.49	4.31	-	-	-	-51.00	-	-94.91	21.50	-35.06	-	-31.00	-14.86	-87.83	-	-89.50	-	-2.83	-51.07	-82.73	
Northridge Elementary	-43.18	-62.00	-49.58	-59.14	-8.71	-	-	-	-112.92	192.00	24.67	145.00	-51.36	-71.00	-71.88	-28.01	-66.38	-29.00	-41.11	-47.00	29.33	-56.68	-98.57	
Oakview Community Elementary	-9.14	-14.17	-12.88	0.85	-	-	-	-	-22.00	-131.50	57.57	-	-16.42	-10.00	-6.83	-8.32	-101.86	-	-	-	20.25	-17.25	-85.69	
Ottoman Way Elementary	-49.24	-53.86	-47.32	-47.47	-	-	-	-	-64.75	-	-55.20	-31.00	-54.86	-5.50	-52.64	-44.13	-85.41	-	-28.00	-	-21.75	-60.17	-128.70	
Pasadena Avenue Elementary	-72.22	-60.90	-89.82	-66.80	-	-	-	-	-60.50	2.00	-62.12	-49.90	-92.60	-	-83.44	-55.84	-89.04	-	-103.50	-	9.57	-84.84	-97.47	
Pershing Elementary	31.95	40.67	45.53	20.36	16.73	-	-	-	13.20	42.00	124.78	119.80	8.79	50.00	38.44	24.59	-30.09	-	-133.60	-28.00	3.53	1.48	-32.33	
Skycrest Elementary	-44.19	-70.57	-23.75	-33.67	-	-	-	-	-110.00	-19.00	-112.00	-302.00	-52.22	-	-38.38	-28.53	-45.91	-162.50	-138.29	-	8.00	-53.81	-135.68	
Thomas Kelly Elementary	-48.10	-51.77	-34.87	-58.47	-	-	-	-	-42.25	-210.00	-49.17	11.00	-47.74	-19.00	-51.00	-47.78	-70.52	-	-47.67	-	-17.10	-66.34	-119.03	
Trajan Elementary	-15.92	-23.15	-6.14	-16.12	-	-	-	-	-58.33	-	11.00	40.00	-25.33	-	25.70	-16.43	-8.47	-	123.00	-	28.00	-26.14	-61.80	
Twin Lakes Elementary	-9.85	-15.19	-4.91	3.46	-27.27	-	-	-	-92.50	-134.00	-3.00	36.00	-20.00	33.00	-33.18	-4.94	-66.20	-	-83.67	-	-54.57	-30.38	-101.51	
Whitney Avenue Elementary	-81.80	-90.80	-92.25	-60.40	-	-	-	-	-90.94	-	-112.38	-103.50	-70.10	-115.00	-62.38	-66.00	-101.73	-	-81.27	-	-22.60	-85.52	-118.22	
<b>K-8</b>																								
Gold River Discovery Center K-8	5.00	-8.33	25.60	18.95	1.02	10.48	-13.83	-	-49.06	-	37.72	-39.33	-17.73	-9.33	13.51	10.87	-39.61	-	-122.60	-91.83	19.30	-25.30	-42.33	
Kingswood K-8	-70.39	-62.45	-66.24	-46.56	-100.26	-71.84	-71.96	-	-72.09	-129.50	-43.33	16.00	-74.08	-91.50	-58.50	-76.25	-85.05	-81.00	-106.38	-137.25	-22.17	-73.37	-132.21	
Lichen K-8	-53.15	-31.40	-45.43	-72.43	-60.36	-45.12	-66.11	-	-99.26	-	-66.00	52.14	-62.58	-24.25	-10.58	-49.41	-94.05	-107.00	-137.86	-130.17	-28.08	-67.06	-83.70	
Orangevale Open K-8	2.14	21.15	5.51	21.36	-10.71	-18.90	-2.61	-	-51.50	-	-8.82	11.50	0.96	-	-31.90	5.44	-59.53	-	-64.00	-117.00	-4.42	-14.90	-97.59	
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Sierra Oaks K-8	-43.27	-56.10	-35.85	-46.29	-35.55	-58.27	-25.34	-	-83.82	-	-37.02	0.40	-68.74	-190.50	-7.76	-31.68	-97.37	-	-100.64	-212.00	-24.76	-66.63	-102.95	
Starr King K-8	-109.22	-119.26	-122.02	-100.23	-93.84	-100.59	-120.60	-	-111.25	-	-136.19	-	-77.25	-114.60	-92.46	-90.70	-125.97	-163.50	-89.74	-64.77	-26.32	-114.30	-129.30	
Thomas Edison Language Institute K-8	-58.82	-66.12	-97.02	-56.74	-24.05	-40.49	-58.14	-	-92.45	-71.67	-78.48	-222.00	-51.63	-213.50	-36.38	-42.03	-83.02	-15.00	-85.37	-110.25	-14.62	-69.96	-126.83	
Woodside K-8	-36.10	-25.83	-27.08	-20.90	-41.60	-54.67	-52.70	-	-105.43	-17.00	-26.00	61.00	-40.51	-	11.07	-30.95	-71.76	-333.00	-85.91	-128.75	-13.62	-48.26	-84.60	
<b>Middle</b>																								
Andrew Carnegie Middle	-17.88	-	-	-	-	-4.98	-20.75	-18.01	-	-107.77	-	-9.44	32.50	-29.46	-337.00	-3.69	-14.18	-112.54	-	-46.25	-200.43	-8.94	-40.68	-133.19
Arcade Middle</td																								

Site	All	Distance From Standard Met																					
		3	4	5	6	7	8	11	AA	AI	AS	FI	HISP	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	-38.93	-45.72	-43.19	-38.06	-33.16	-40.12	-34.44	-42.77	-89.86	-60.64	-65.27	22.33	-54.96	-62.34	-18.11	-21.14	-102.62	-99.91	-90.63	-148.42	-8.86	-67.14	-118.22
Population	18,530	2,676	2,684	2,678	2,541	2,629	2,653	2,669	1,113	99	2,036	150	4,891	116	1,477	8,647	4,612	46	702	385	2,269	11,111	2,451

**High School**

Bella Vista High	-3.15	-	-	-	-	-	-	-3.15	-51.14	14.00	14.61	127.75	-42.19	-43.00	23.64	0.69	-145.78	-616.00	-62.40	-114.33	8.48	-25.17	-148.00	
Casa Roble Fundamental High	-76.95	-	-	-	-	-	-	-76.95	-107.71	-45.50	-174.33	142.00	-70.30	-158.00	-122.75	-77.02	-154.60	-	86.50	-163.00	-20.96	-93.55	-170.97	
Del Campo High	-128.78	-	-	-	-	-	-	-128.78	-127.22	-399.50	-148.78	99.00	-142.40	-132.50	-127.75	-121.31	-176.35	-	-130.60	-165.67	-71.12	-141.52	-209.20	
El Camino Fundamental High	-22.87	-	-	-	-	-	-	-22.87	-73.35	-23.50	-97.71	-	-48.64	-14.60	-9.47	16.78	-152.55	-	-23.10	-215.67	-42.18	-45.53	-122.93	
El Sereno Alternative Education	-111.91	-	-	-	-	-	-	-111.91	-616.00	-	-410.67	-	-159.89	-	-49.67	-66.66	-	41.00	-325.00	10.00	-313.00	-148.63	-296.86	
Encina High	-157.05	-	-	-	-	-	-	-157.05	-136.35	-210.00	-182.49	-108.67	-121.64	-225.25	-193.86	-172.89	-178.24	-	-146.28	-155.11	-62.79	-162.42	-202.50	
La Entrada Continuation High	-134.20	-	-	-	-	-	-	-134.20	-54.22	-67.00	-166.50	-	-176.00	-	-	-167.63	-228.20	-41.00	-96.60	-192.00	-256.40	-138.19	-157.00	
Laurel Ruff Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Meraki High	105.45	-	-	-	-	-	-	105.45	208.00	-	-	-	172.00	-	154.00	93.35	-	-	-	-	-	-	102.89	213.00
Mesa Verde High	-69.14	-	-	-	-	-	-	-69.14	-118.45	-34.67	-16.17	-32.67	-89.49	39.00	-35.54	-54.89	-148.28	-	-69.67	-158.70	-61.50	-81.06	-162.68	
Mira Loma High	22.21	-	-	-	-	-	-	22.21	-51.80	-59.40	25.03	100.21	14.23	-31.75	103.19	16.78	-138.90	-162.00	-56.79	-129.22	31.89	-31.44	-99.45	
Rio Americano High	-3.96	-	-	-	-	-	-	-3.96	-85.77	106.00	-49.04	92.67	-34.41	-197.00	35.42	5.36	-153.63	-	-170.00	-114.00	-9.94	-40.80	-195.41	
San Juan High	-58.76	-	-	-	-	-	-	-58.76	-34.42	-	-29.50	109.00	-72.70	-	-97.50	-54.53	-110.81	-333.00	-172.55	-202.75	-9.14	-75.99	-133.35	

- No Population

\*Data as of Aug 23rd, 2024

## 2023-24 Math CAASPP Preliminary Results (Percent of Students Meeting or Exceeding Standards)

Site	Percent of Students Meeting or Exceeding Standards																						
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	29.08%	34.73%	33.60%	25.85%	28.23%	29.76%	27.79%	23.08%	9.95%	21.88%	24.18%	35.76%	21.22%	14.48%	35.02%	36.50%	5.42%	6.25%	9.69%	1.07%	34.39%	20.39%	11.86%
Population	19,808	2,891	2,926	2,886	2,763	2,836	2,828	2,678	1,196	96	2,469	165	5,089	145	1,522	9,126	4,186	32	877	375	2,137	12,140	2,387
<b>Elementary</b>																							
Albert Schweitzer Elementary	31.3%	39.3%	47.6%	9.6%	-	-	-	-	0.0%	0.0%	30.0%	-	26.9%	100.0%	57.1%	29.8%	11.4%	-	16.7%	-	37.5%	30.7%	20.6%
Arlington Heights Elementary	15.9%	17.8%	26.2%	5.9%	-	-	-	-	0.0%	0.0%	14.3%	100.0%	13.6%	0.0%	6.3%	22.0%	6.1%	0.0%	14.3%	-	0.0%	13.5%	5.9%
Cambridge Heights Elementary	62.3%	71.7%	63.2%	51.9%	-	-	-	-	50.0%	66.7%	62.5%	-	68.8%	-	66.7%	59.3%	15.4%	-	50.0%	-	70.0%	53.6%	55.6%
Cameron Ranch Elementary	16.1%	9.4%	18.9%	18.9%	-	-	-	-	16.7%	0.0%	4.2%	-	22.0%	0.0%	18.8%	15.0%	6.9%	-	5.9%	-	10.0%	14.9%	3.6%
Carmichael Elementary	19.9%	28.1%	22.7%	8.6%	-	-	-	-	14.3%	0.0%	8.0%	0.0%	31.7%	-	16.7%	20.0%	7.8%	-	8.3%	-	41.7%	19.4%	7.3%
Carriage Drive Elementary	20.3%	33.8%	15.2%	14.1%	-	-	-	-	28.6%	-	28.6%	0.0%	18.8%	0.0%	15.4%	21.9%	8.3%	0.0%	0.0%	-	23.5%	17.1%	16.1%
Charles Peck Elementary	12.6%	17.3%	7.1%	13.7%	-	-	-	-	0.0%	-	10.0%	-	10.0%	0.0%	0.0%	20.0%	3.4%	0.0%	8.3%	-	11.8%	9.2%	13.8%
Cottage Elementary	5.7%	6.3%	6.0%	4.6%	-	-	-	-	10.0%	0.0%	6.1%	0.0%	3.4%	0.0%	12.5%	5.0%	1.7%	-	0.0%	-	27.8%	5.5%	0.0%
Coyle Avenue Elementary	13.6%	17.2%	8.9%	14.3%	-	-	-	-	6.3%	0.0%	0.0%	0.0%	13.5%	0.0%	10.0%	17.9%	6.7%	0.0%	8.3%	-	0.0%	14.3%	7.5%
Del Dayo Elementary	58.1%	65.7%	71.6%	50.0%	35.7%	-	-	-	14.3%	0.0%	50.0%	-	59.0%	100.0%	63.6%	59.9%	15.8%	-	0.0%	0.0%	72.7%	53.0%	38.5%
Del Paso Manor Elementary	37.2%	45.9%	40.9%	40.5%	16.1%	-	-	-	11.1%	25.0%	28.0%	33.3%	21.8%	0.0%	67.4%	49.4%	9.4%	-	18.8%	11.1%	55.0%	27.6%	15.7%
Dyer-Kelly Elementary	6.2%	10.0%	4.4%	3.6%	-	-	-	-	0.0%	0.0%	6.8%	-	6.8%	0.0%	10.0%	5.6%	3.7%	-	5.3%	-	39.1%	6.5%	3.1%
Earl Legette Elementary	48.6%	53.8%	64.1%	33.3%	46.4%	-	-	-	33.3%	-	44.4%	75.0%	37.3%	-	47.1%	52.1%	32.0%	-	75.0%	0.0%	50.0%	42.0%	11.1%
Grand Oaks Elementary	23.8%	24.7%	22.6%	23.8%	-	-	-	-	0.0%	0.0%	5.6%	-	17.4%	0.0%	60.0%	33.8%	7.0%	0.0%	15.8%	-	0.0%	20.3%	19.6%
Green Oaks Fundamental Elementary	60.1%	54.9%	66.7%	57.8%	-	-	-	-	-	0.0%	42.9%	50.0%	58.8%	-	40.0%	63.8%	30.8%	-	0.0%	-	75.0%	52.1%	20.0%
Greer Elementary	13.1%	9.4%	17.1%	12.9%	-	-	-	-	6.0%	100.0%	12.0%	0.0%	16.5%	0.0%	15.8%	17.4%	4.3%	0.0%	0.0%	-	38.2%	11.2%	3.3%
Harry Dewey Fundamental Elementary	38.4%	38.6%	38.6%	27.6%	52.3%	-	-	-	0.0%	100.0%	33.3%	0.0%	28.0%	50.0%	50.0%	42.0%	14.3%	-	0.0%	0.0%	20.0%	31.1%	6.7%
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Howe Avenue Elementary	8.5%	13.0%	6.1%	6.7%	-	-	-	-	7.0%	0.0%	11.1%	0.0%	5.4%	50.0%	13.3%	4.3%	2.0%	-	0.0%	-	38.2%	8.6%	5.6%
James R. Cowan Fundamental Elementary	44.0%	32.1%	53.4%	47.1%	38.9%	-	-	-	22.2%	0.0%	25.0%	100.0%	41.9%	33.3%	44.4%	51.6%	2.9%	-	9.1%	-	68.0%	30.3%	46.7%
Mariemont Elementary	65.6%	72.1%	68.2%	54.8%	-	-	-	-	25.0%	-	61.9%	100.0%	56.8%	-	53.3%	71.1%	22.7%	-	75.0%	-	80.0%	51.6%	44.0%
Mariposa Avenue Elementary	19.5%	31.6%	15.0%	11.5%	-	-	-	-	16.7%	0.0%	18.8%	-	17.6%	0.0%	25.0%	21.1%	2.1%	-	18.2%	-	33.3%	18.7%	11.6%
Mary Deterding Elementary	56.5%	69.5%	55.3%	53.0%	42.1%	-	-	-	31.3%	100.0%	60.0%	50.0%	48.6%	-	65.1%	58.5%	16.9%	-	20.0%	0.0%	82.4%	44.8%	32.6%
Mission Avenue Open Elementary	33.5%	54.9%	32.8%	26.7%	25.0%	-	-	-	0.0%	-	15.4%	0.0%	25.7%	0.0%	45.8%	40.0%	4.2%	-	33.3%	-	38.7%	28.6%	25.8%
Northridge Elementary	23.2%	27.8%	24.6%	16.7%	24.1%	-	-	-	9.1%	100.0%	42.9%	33.3%	22.2%	33.3%	10.0%	25.8%	16.7%	-	22.2%	33.3%	55.6%	23.2%	13.0%
Oakview Community Elementary	48.6%	38.8%	56.1%	52.7%	-	-	-	-	0.0%	50.0%	71.4%	-	40.9%	0.0%	30.8%	53.6%	20.0%	-	-	-	75.0%	42.0%	25.9%
Ottoman Way Elementary	26.4%	25.0%	25.0%	28.6%	-	-	-	-	0.0%	-	0.0%	0.0%	24.4%	50.0%	37.5%	29.1%	6.7%	-	28.6%	-	0.0%	20.2%	5.6%
Pasadena Avenue Elementary	15.5%	15.4%	21.6%	10.3%	-	-	-	-	11.1%	0.0%	16.7%	0.0%	14.5%	-	11.8%	18.3%	2.0%	0.0%	15.4%	-	70.0%	13.6%	5.6%
Pershing Elementary	63.0%	65.8%	70.6%	54.3%	61.5%	-	-	-	40.0%	0.0%	91.7%	100.0%	56.9%	0.0%	69.7%	60.3%	26.9%	-	16.7%	0.0%	64.3%	53.1%	38.5%
Skycrest Elementary	32.1%	25.0%	42.3%	29.7%	-	-	-	-	20.0%	50.0%	16.7%	0.0%	15.9%	-	71.4%	46.0%	17.9%	0.0%	14.3%	-	42.2%	30.1%	11.5%
Thomas Kelly Elementary	19.5%	29.4%	25.0%	5.3%	-	-	-	-	25.0%	0.0%	28.6%	0.0%	10.2%	0.0%	15.4%	25.3%	0.0%	0.0%	14.3%	-	20.0%	15.1%	16.7%
Trajan Elementary	41.1%	44.1%	56.1%	23.3%	-	-	-	-	0.0%	-	66.7%	0.0%	29.8%	-	63.6%	44.5%	20.0%	-	33.3%	-	60.0%	37.8%	26.5%
Twin Lakes Elementary	36.7%	37.7%	39.5%	36.8%	30.8%	-	-	-	0.0%	0.0%	33.3%	100.0%	26.7%	100.0%	31.8%	40.0%	10.0%	-	0.0%	-	33.3%	30.8%	2.5%
Whitney Avenue Elementary	14.6%	14.7%	10.0%	19.7%	-	-	-	-	2.7%	-	14.6%	0.0%	15.2%	0.0%	30.8%	20.0%	8.3%	-	10.5%	-	29.2%	13.7%	7.7%
<b>K-8</b>																							
Gold River Discovery Center K-8	45.5%	57.0%	49.4%	45.3%	32.8%	47.7%	38.8%	-	33.3%	-	60.0%	0.0%	38.6%	33.3%	48.8%	46.7%	14.7%	-	0.0%	0.0%	45.6%	33.9%	34.1%
Kingswood K-8	11.1%	13.2%	17.5%	17.2%	6.2%	9.2%	4.8%	-	8.8%	0.0%	0.0%	0.0%	9.9%	0.0%	7.1%	19.5%	6.8%	0.0%	8.0%	0.0%	21.4%	10.4%	4.8%
Lichen K-8	27.1%	45.7%	35.7%	15.1%	15.4%	24.2%	26.0%	-	5.0%	-	33.3%	75.0%	22.7%	33.3%	30.0%	32.1%	5.9%	-	6.7%	0.0%	40.8%	23.6%	17.5%
Orangevale Open K-8	51.3%	60.3%	56.1%	34.0%	40.7%	63.5%	51.7%	-	33.3%	-	72.7%	50.0%	50.0%	-	48.3%	51.3%	18.8%	-	100.0%	0.0%	48.0%	47.4%	20.0%
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Sierra Oaks K-8	22.5%	31.6%	31.0%	25.4%	20.3%	14.5%	9.4%	-	9.4%	-	22.9%	40.0%	16.3%	0.0%	30.8%	27.0%	2.3%	-	0.0%	0.0%	29.3%	18.1%	14.6%
Starr King K-8	6.4%	9.1%	12.0%	3.1%	6.0%	5.2%	3.1%	-	1.9%	-	4.0%	0.0%	8.9%	3.6%	10.8%	3.3%	-	3.2%	8.3%	28.6%	5.6%	0.0%	
Thomas Edison Language Institute K-8	25.3%	26.3%	18.4%	22.4%	36.6%	19.5%	32.7%	-	10.5%	66.7%	25.6%	0.0%	26.2%	0.0%	32.0%	30.2%	0.7%	50.0%	14.3%	0.0%	44.5%	20.8%	5.7%
Woodside K-8	25.7%	34.9%	38.9%	17.1%	25.0%	15.5%	20.0%	-	11.8%	0.0%	20.0%	0.0%	24.0%	-	53.3%	26.6%	8.9%	0.0%	12.9%	0.0%	40.0%	21.2%	8.5%
<b>Middle</b>																							
Andrew Carnegie Middle	34.9%	-	-	-	39.7%	40.3%	28.7%	-	14.3%	-	34.8%	33.3%	27.8%	0.0%	35.8%	38.5%	0.0%	-	25.0%	0.0%	29.6%	29.2%	14.9%
Arcade Middle	17.4%	-	-	-	5.6%	17.1%	25.8%	-	5.3%	-	3.4%	0.0%	11.3%	50.0%	14.3%	33.1%	1.6%	-	11.8%	0.0%	17.5%	11.8%	0.0%
Arden Middle	33.4%	-	-	-	29.8%	35.7%	33.6%	-	4.3%	50.0%	10.8%	42.9%	24.4%	0.0%	34.2%	46.4%	2.1%	-	9.7%	0.0%	25.6%	22.8%	9.5%
John Barrett Middle	28.4%	-	-	-	24.1%	27.6%	32.8%	-	13.3%	0.0%	23.9%	40.0%	22.9%	50.0%	29.2%	31.6%	11.5%	0.0%	15.4%	0.0%	33.3%	23.0%	9.0%
Katherine Johnson Middle	2.3%	-	-	-	2.8%	2.6%	1.5%	-	2.8%	0.0%	0.6%	0.0%	1.8%	0.0%	3.1%	5.5%	1.0%	0.0%	0.0%	6.2%	2.1%	2.7%	
La Vista Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Louis Pasteur Fundamental Middle	42.0%	-	-	-	36.7%	50.7%	38.6%	-	27.3%	25.0%	60.0%	62.5%	33.1%	33.3%	41.9%	44.6%	13.5%	-	13.3%	0.0%	65.4%	35.9%	12.2%
Sylvan Middle	10.5%	-	-	-</td																			

Site	Percent of Students Meeting or Exceeding Standards																							
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD	
District	29.08%	34.73%	33.60%	25.85%	28.23%	29.76%	27.79%	23.08%	9.95%	21.88%	24.18%	35.76%	21.22%	14.48%	35.02%	36.50%	5.42%	6.25%	9.69%	1.07%	34.39%	20.39%	11.86%	
Population	19,808	2,891	2,926	2,886	2,763	2,836	2,828	2,678	1,196	96	2,469	165	5,089	145	1,522	9,126	4,186	32	877	375	2,137	12,140	2,387	
<b>High School</b>																								
Bella Vista High	40.9%	-	-	-	-	-	-	40.9%	10.0%	0.0%	55.0%	100.0%	27.0%	0.0%	41.0%	45.1%	8.7%	-	0.0%	0.0%	46.3%	26.8%	10.5%	
Casa Roble Fundamental High	15.0%	-	-	-	-	-	-	15.0%	0.0%	0.0%	0.0%	50.0%	12.3%	0.0%	14.3%	17.1%	0.0%	-	0.0%	0.0%	8.3%	12.5%	3.7%	
Del Campo High	9.6%	-	-	-	-	-	-	9.6%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	8.0%	14.8%	2.8%	-	12.5%	0.0%	6.3%	7.8%	3.4%	
El Camino Fundamental High	17.8%	-	-	-	-	-	-	17.8%	5.9%	0.0%	11.8%	-	8.2%	20.0%	21.1%	28.8%	0.0%	-	10.0%	0.0%	8.9%	13.5%	0.0%	
El Sereno Alternative Education	11.9%	-	-	-	-	-	-	11.9%	-	0.0%	-	11.1%	-	0.0%	14.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	0.0%	
Encina High	0.6%	-	-	-	-	-	-	0.6%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	-	0.0%	0.0%	0.0%	0.7%	0.0%	
La Entrada Continuation High	0.0%	-	-	-	-	-	-	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Laurel Ruff Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Meraki High	45.2%	-	-	-	-	-	-	45.2%	100.0%	-	100.0%	-	100.0%	-	66.7%	36.0%	-	-	-	-	-	-	44.4%	0.0%
Mesa Verde High	8.1%	-	-	-	-	-	-	8.1%	0.0%	0.0%	10.0%	0.0%	3.4%	100.0%	26.7%	10.1%	0.0%	-	7.7%	0.0%	10.9%	6.5%	5.7%	
Mira Loma High	39.8%	-	-	-	-	-	-	39.8%	42.9%	0.0%	49.5%	60.0%	23.8%	25.0%	41.2%	41.5%	2.6%	0.0%	12.5%	0.0%	38.4%	26.0%	18.8%	
Rio Americano High	32.0%	-	-	-	-	-	-	32.0%	8.3%	100.0%	31.4%	50.0%	25.0%	0.0%	45.5%	33.1%	5.0%	-	25.0%	0.0%	25.7%	20.8%	0.0%	
San Juan High	11.2%	-	-	-	-	-	-	11.2%	20.0%	-	0.0%	25.0%	7.5%	-	0.0%	15.2%	0.0%	100.0%	0.0%	0.0%	13.5%	9.9%	4.0%	

- No population

Data as of Jul 30th, 2024

## Attachment 6

## 2023-24 Math CAASPP Preliminary Results (Distance from Standard Met)

Site	Distance From Standard Met																										
	All	3	4	5	6	7	8	11	AA	AI	AS	FI	HISP	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD				
District	-65.79	-33.16	-40.95	-67.08	-68.05	-69.71	-78.22	-106.26	-131.93	-112.13	-81.70	-23.25	-88.62	-95.73	-51.21	-42.87	-117.02	-135.26	-123.90	-200.44	-49.21	-93.04	-144.95				
Population	18,420	2,667	2,682	2,676	2,535	2,623	2,644	2,593	1,111	98	2,033	150	4,864	116	1,463	8,584	4,603	46	700	385	2,262	11,067	2,428				
<b>Elementary</b>																											
Albert Schweitzer Elementary	-51.54	-14.73	-24.22	-105.98	-	-	-	-	-	-	-168.20	-214.00	-83.75	-	-66.04	31.00	21.71	-55.13	-73.25	56.00	-115.00	-	-4.38	-64.58	-122.30		
Arlington Heights Elementary	-84.19	-62.58	-50.81	-131.16	-	-	-	-	-	-	-121.00	-90.00	-130.17	87.00	-79.08	-67.00	-93.43	-78.69	-110.44	-16.00	-182.33	-	-98.67	-95.44	-122.06		
Cambridge Heights Elementary	20.04	41.88	14.79	3.06	-	-	-	-	-	-	-27.00	15.67	32.86	-	26.75	-	20.61	18.70	-6.94	-	-52.00	-	11.00	7.30	-7.74		
Cameron Ranch Elementary	-77.69	-84.87	-80.95	-65.47	-	-	-	-	-	-	-74.53	-132.00	-92.63	-	-75.51	-129.50	-66.42	-75.75	-97.51	-36.00	-103.22	-	-64.45	-81.81	-130.22		
Carmichael Elementary	-66.39	-39.59	-75.02	-97.92	-	-	-	-	-	-	-114.20	-224.00	-83.73	-20.00	-63.66	-	-106.77	-50.03	-72.95	-	-69.83	-	-22.53	-66.98	-139.02		
Carriage Drive Elementary	-70.30	-39.31	-82.48	-84.48	-	-	-	-	-	-	-90.71	-	-64.71	-92.00	-60.72	-	-96.75	-74.44	-72.15	-26.00	-197.82	-	-47.11	-79.65	-108.48		
Charles Peck Elementary	-81.54	-59.33	-97.40	-89.32	-	-	-	-	-	-	-112.00	-	-104.17	-	-95.63	-100.50	-77.29	-59.67	-95.06	-254.00	-101.11	-	-71.44	-89.78	-120.00		
Cottage Elementary	-121.99	-111.42	-121.39	-134.71	-	-	-	-	-	-	-87.00	-200.00	-123.69	-	-133.15	-	-191.22	-116.03	-127.59	-	-157.18	-	-62.28	-123.92	-162.58		
Coyle Avenue Elementary	-79.77	-68.51	-67.39	-100.23	-	-	-	-	-	-	-91.93	-65.50	-79.00	-87.33	-82.96	-103.50	-76.47	-74.63	-112.62	-87.00	-	-	-92.71	-81.57	-113.69		
Del Dayo Elementary	6.43	25.78	36.18	-13.82	-46.16	-	-	-	-	-	-75.57	-14.00	-11.17	-	-25.59	142.00	21.14	10.75	-14.79	-	-22.00	-141.00	58.91	-7.42	-50.97		
Del Paso Manor Elementary	-40.80	-22.55	-19.31	-38.16	-103.26	-	-	-	-	-	-104.67	-116.50	-69.29	19.33	-88.99	-150.00	24.73	0.53	-90.88	-	-129.57	-175.56	-6.09	-69.36	-169.46		
Dyer-Kelly Elementary	-117.40	-87.99	-118.66	-148.25	-	-	-	-	-	-	-130.10	-47.00	-125.18	-	-107.71	-	-114.89	-112.21	-119.53	-	-128.71	-	-25.00	-118.09	-147.64		
Earl Legette Elementary	-14.20	-5.71	10.95	-38.56	-20.44	-	-	-	-	-	-89.33	-	1.43	14.50	-37.34	-	0.81	-8.27	-25.40	-	55.67	-	18.54	-35.06	-132.36		
Grand Oaks Elementary	-59.16	-29.39	-76.45	-79.73	-	-	-	-	-	-	-155.75	-79.00	-29.43	-	-85.03	-5.00	50.00	-37.67	-109.76	-53.00	-30.73	-	-77.67	-67.20	-100.89		
Green Oaks Fundamental Elementary	32.76	21.81	34.04	43.38	-	-	-	-	-	-	-143.00	96.00	33.00	42.06	-	30.50	31.48	16.07	-	-38.50	-	39.25	8.26	-92.75			
Greer Elementary	-93.24	-100.74	-69.94	-107.80	-	-	-	-	-	-	-125.56	64.00	-98.84	-14.00	-79.04	-59.50	-80.53	-74.52	-94.82	-58.00	-120.55	-	-9.46	-98.58	-148.35		
Harry Dewey Fundamental Elementary	-31.74	-18.81	-26.70	-69.65	-6.32	-	-	-	-	-	-80.00	71.00	-134.33	-123.00	-59.34	-74.50	4.93	-19.66	-88.04	-	-83.00	-281.00	-49.00	-45.12	-108.41		
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Howe Avenue Elementary	-121.60	-100.98	-130.90	-133.77	-	-	-	-	-	-	-157.17	-99.00	-115.69	-83.00	-117.60	-45.33	-88.60	-122.70	-117.29	-	-157.71	-	-47.89	-122.33	-198.57		
James R. Cowan Fundamental Elementary	-14.55	-27.32	6.95	-12.34	-38.00	-	-	-	-	-	-84.69	-91.00	-89.88	176.00	-6.98	-39.00	-17.75	2.48	-40.27	-36.00	-134.50	-	25.32	-48.83	-65.06		
Mariemont Elementary	20.87	32.86	31.21	-4.96	-	-	-	-	-	-	-92.50	-	7.67	82.00	-3.43	-	15.86	31.85	-41.86	-	72.00	-	17.09	-12.69	-66.71		
Mariposa Avenue Elementary	-81.51	-49.22	-81.67	-117.93	-	-	-	-	-	-	-47.83	-77.00	-64.00	-	-101.98	-142.00	-86.88	-73.21	-102.60	19.00	-112.83	-	-31.36	-85.83	-123.30		
Mary Deterding Elementary	15.78	40.48	20.79	10.23	-30.46	-	-	-	-	-	-31.31	50.00	32.05	31.00	-6.54	-	37.14	19.21	-21.99	-	-62.38	-193.50	58.15	-9.56	-43.96		
Mission Avenue Open Elementary	-40.19	-18.18	-40.44	-53.39	-40.49	-	-	-	-	-	-61.00	-	-98.00	-85.00	-62.18	-	-30.57	-23.59	-79.18	-	-77.75	-	-25.10	-57.03	-66.80		
Northridge Elementary	-55.55	-36.98	-56.85	-74.47	-52.04	-	-	-	-	-	-96.62	19.00	56.33	117.00	-57.74	-120.00	-77.24	-51.26	-54.72	4.00	-64.72	-80.33	16.00	-66.85	-99.63		
Oakview Community Elementary	-1.23	-9.11	1.84	5.00	-	-	-	-	-	-	-79.00	-77.00	48.29	-	-19.09	-62.00	-24.50	8.57	-16.45	-	-	-	29.42	-11.61	-80.19		
Ottoman Way Elementary	-57.96	-42.17	-54.95	-72.34	-	-	-	-	-	-	-87.75	-	-78.40	-37.00	-62.12	26.50	-60.64	-53.37	-95.71	-	-73.00	-	-56.75	-65.13	-152.80		
Pasadena Avenue Elementary	-87.14	-63.13	-87.58	-111.78	-	-	-	-	-	-	-115.50	-136.00	-84.53	-31.00	-97.83	-	-113.06	-66.22	-95.29	-	-118.50	-	-3.07	-96.87	-133.53		
Pershing Elementary	26.86	37.73	49.00	14.74	-4.65	-	-	-	-	-	-51.00	-29.00	110.17	93.40	5.11	-69.00	40.91	22.26	-0.20	-	-166.20	-54.00	11.13	-3.50	-25.58		
Skycrest Elementary	-48.27	-59.77	-31.37	-52.91	-	-	-	-	-	-	-90.40	-46.00	-67.33	-197.00	-58.12	-	-43.88	-35.64	-37.76	-238.00	-144.86	-	-5.77	-52.25	-120.49		
Thomas Kelly Elementary	-64.64	-52.33	-44.76	-94.15	-	-	-	-	-	-	-78.63	-89.00	-46.00	-15.00	-74.07	-40.00	-57.77	-61.09	-79.04	-	-47.25	-	-47.30	-75.35	-110.74		
Trajan Elementary	-21.48	-4.44	-5.02	-53.93	-	-	-	-	-	-	-143.67	-	-21.50	-18.00	-34.50	-	3.90	-15.90	-37.24	-	8.00	-	10.90	-19.72	-61.34		
Twin Lakes Elementary	-20.34	-11.48	-17.90	-16.59	-38.23	-	-	-	-	-	-32.00	-102.00	-16.33	90.00	-49.72	89.00	-55.86	-10.39	-81.53	-	-63.33	-	-72.14	-47.10	-98.79		
Whitney Avenue Elementary	-82.34	-69.26	-87.34	-92.09	-	-	-	-	-	-	-132.43	-	-94.43	-91.00	-67.76	-94.00	-51.69	-56.41	-82.73	-	-81.13	-	-43.04	-84.54	-135.74		
<b>K-8</b>																											
Gold River Discovery Center K-8	-13.47	11.49	4.93	-11.37	-43.50	-6.40	-39.28	-	-	-	-97.31	-	23.75	-71.67	-38.92	-	-25.00	-2.44	-7.02	-	-35.05	-	-90.60	-108.33	-1.25	-36.06	-58.51
Kingswood K-8	-109.00	-69.61	-72.02	-82.15	-144.88	-129.67	-145.10	-	-	-	-122.66	-192.75	-98.89	-54.50	-116.65	-99.75	-115.38	-87.97	-110.89	-144.00	-105.60	-176.69	-82.06	-108.35	-160.79		
Lichen K-8	-58.45	-8.95	-28.76	-87.58	-88.56	-62.75	-77.44	-	-	-	-95.47	-	-18.33	54.29	-70.53	-	-46.13	-65.95	-44.12	-	-89.53	6.00	-107.64	-177.75	-30.52	-71.06	-96.98
Orangevale Open K-8	-2.09	2.28	-1.01	-27.13	-27.28	16.03	2.30	-	-	-	-26.50	-	20.18	0.50	-15.56	-	-24.07	1.60	-82.57	-	41.00	-198.00	-32.41	-20.40	-106.38		
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Sierra Oaks K-8	-67.49	-39.59	-44.02	-68.18	-78.23	-91.71	-94.53	-	-	-	-112.85	-	-62.45	-37.80	-96.38	-179.00	-49.69	-46.87	-99.10	-	-192.09	-173.00	-46.78	-89.20	-95.40		
Starr King K-8	-139.26	-95.97	-110.53	-157.13	-141.52	-146.98	-177.64	-	-	-	-150.52	-	-155.10	-	-119.84	-125.60	-166.50	-117.93	-144.95	-159.00	-124.52	-115.46	-68.81	-143.50	-194.57		
Thomas Edison Language Institute K-8	-70.21	-47.19	-74.18	-91.53	-50.24	-77.70	-87.24	-	-	-	-130.33	-77.33	-90.48	-201.00	-55.19	-266.50	-54.50	-57.61	-86.33	-5.00	-112.46	-175.63	-21.92	-84.98	-171.11		
Woodside K-8	-58.34	-33.14	-25.75	-67.35	-68.90	-80.22	-95.70	-	-	-	-144.07	-4.00	-120.00	-12.00	-64.81	-	-5.36	-49.49	-90								

Site	All	Distance From Standard Met																					
		3	4	5	6	7	8	11	AA	AI	AS	FI	HISP	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	-65.79	-33.16	-40.95	-67.08	-68.05	-69.71	-78.22	-106.26	-131.93	-112.13	-81.70	-23.25	-88.62	-95.73	-51.21	-42.87	-117.02	-135.26	-123.90	-200.44	-49.21	-93.04	-144.95
Population	18,420	2,667	2,682	2,676	2,535	2,623	2,644	2,593	1,111	98	2,033	150	4,864	116	1,463	8,584	4,603	46	700	385	2,262	11,067	2,428

**High School**

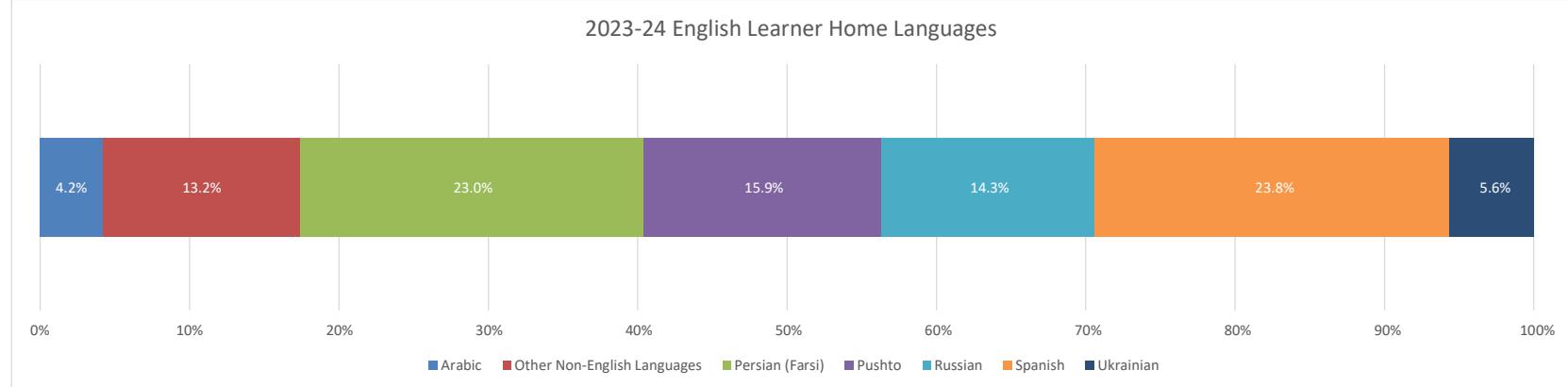
Bella Vista High	-59.28	-	-	-	-	-	-	-59.28	-137.71	-185.00	15.17	111.75	-123.81	-35.00	-29.63	-50.20	-216.76	-681.00	-141.80	-242.67	-49.86	-105.66	-219.71	
Casa Roble Fundamental High	-131.13	-	-	-	-	-	-	-131.13	-246.29	-111.75	-144.33	27.00	-129.18	-128.00	-166.00	-127.68	-128.00	-	-117.00	-132.00	-114.46	-136.17	-202.58	
Del Campo High	-173.89	-	-	-	-	-	-	-173.89	-198.73	-216.00	-224.17	-163.00	-182.37	-225.00	-172.04	-162.57	-221.48	-	-162.50	-236.25	-168.21	-183.27	-245.57	
El Camino Fundamental High	-105.00	-	-	-	-	-	-	-105.00	-113.41	-168.00	-167.53	-	-144.17	-113.00	-84.84	-61.11	-214.98	-	-104.20	-249.83	-123.05	-123.60	-188.48	
El Sereno Alternative Education	-155.22	-	-	-	-	-	-	-155.22	-681.00	-	-454.00	-	-195.00	-	-136.50	-103.03	-	-88.67	-281.25	-136.00	-339.00	-187.97	-339.43	
Encina High	-217.65	-	-	-	-	-	-	-217.65	-199.41	-239.00	-215.70	-160.33	-201.67	-220.75	-245.14	-237.94	-228.61	-	-179.11	-231.56	-167.26	-219.48	-261.50	
La Entrada Continuation High	-162.30	-	-	-	-	-	-	-162.30	-104.67	-303.00	-166.50	-	-192.86	-	-	-180.00	-251.00	-162.00	-120.50	-241.00	-269.40	-164.81	-129.40	
Laurel Ruff Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Meraki High	-39.13	-	-	-	-	-	-	-39.13	63.00	-	-	-	12.00	-	0.33	-51.08	-	-	-	-	-	-	-23.11	-94.00
Mesa Verde High	-147.86	-	-	-	-	-	-	-147.86	-158.09	-167.33	-92.50	-174.67	-181.47	17.00	-96.38	-124.75	-175.76	-	-190.67	-235.30	-135.87	-155.66	-238.18	
Mira Loma High	-41.87	-	-	-	-	-	-	-41.87	-170.52	-150.20	-5.15	48.07	-80.64	-124.00	-15.69	-37.80	-193.72	-209.00	-167.89	-192.72	-52.84	-100.25	-197.30	
Rio Americano High	-69.97	-	-	-	-	-	-	-69.97	-150.31	127.00	-77.93	16.33	-114.01	-147.00	-17.91	-63.40	-184.75	-	-216.67	-211.80	-81.14	-108.48	-288.24	
San Juan High	-148.29	-	-	-	-	-	-	-148.29	-102.00	-	-187.50	-33.00	-182.86	-	-188.50	-126.66	-200.91	-333.00	-209.82	-318.25	-105.50	-164.74	-206.96	

- No Population

\*Data as of Aug 23rd, 2024

2023-2024 ELPAC Results By Grade And Years in US Schools															
	No. of Students	Percent of Group	KN	1	2	3	4	5	6	7	8	9	10	11	12
<b>All</b>															
Level 1	3260	40.3%	316	346	289	296	271	238	241	232	197	244	210	202	178
Level 2	2151	26.6%	292	231	204	238	192	192	159	117	104	136	117	80	89
Level 3	1904	23.5%	200	150	240	195	237	178	157	132	105	90	82	84	54
Level 4	784	9.7%	64	49	77	72	103	116	76	68	72	11	22	31	23
<b>&lt;2 Years</b>															
Level 1	2799	52.9%	316	346	286	247	215	200	205	194	158	189	164	153	126
Level 2	1296	24.5%	292	230	197	98	74	78	66	51	46	56	42	32	34
Level 3	869	16.4%	200	150	218	49	47	41	38	33	25	24	17	15	12
Level 4	332	6.3%	64	49	73	13	20	28	16	18	25	5	6	10	5
<b>2 to 3 Years</b>															
Level 1	102	26.8%	0	0	2	23	7	6	4	9	8	10	10	10	13
Level 2	116	30.5%	0	1	6	46	15	12	7	7	5	7	7	3	0
Level 3	128	33.7%	0	0	13	56	11	14	6	10	5	6	0	4	3
Level 4	34	8.9%	0	0	1	19	3	4	4	1	0	1	0	1	0
<b>3 to 4 Years</b>															
Level 1	136	18.8%	0	0	1	23	25	8	8	9	9	15	13	13	12
Level 2	243	33.6%	0	0	1	89	50	17	21	17	11	10	14	5	8
Level 3	241	33.3%	0	0	9	84	60	24	20	12	11	6	7	6	2
Level 4	104	14.4%	0	0	3	36	24	12	9	4	11	0	1	3	1
<b>4 to 5 Years</b>															
Level 1	63	12.9%	0	0	0	3	21	10	6	5	3	4	5	3	3
Level 2	139	28.4%	0	0	0	5	48	41	10	3	5	10	8	4	5
Level 3	194	39.6%	0	0	0	6	109	38	11	11	4	8	3	3	1
Level 4	94	19.2%	0	0	0	4	52	20	2	7	3	0	3	3	0
<b>&gt;5 Years</b>															
Level 1	160	13.2%	0	0	0	0	3	14	18	15	19	26	18	23	24
Level 2	357	29.5%	0	0	0	0	5	44	55	39	37	53	46	36	42
Level 3	472	39.0%	0	0	0	0	10	61	82	66	60	46	55	56	36
Level 4	220	18.2%	0	0	0	0	4	52	45	38	33	5	12	14	17

2023-24 English Learner Home Languages



## Grade 8 ELA Computer Adaptive Test (CAT) Practice Items:

### Antoine of Oregon

A Story of the Oregon Trail  
by James Otis

Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.

There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

The little cabin had an odd appearance, and Susan confessed that, almost for the first time since leaving Independence, she was growing homesick, solely because of seeing this post office.

After crossing the stream we came upon a party of emigrants from Ohio, having only four wagons drawn by ten yoke of oxen, and driving six cows.

Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.

There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.

I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.

Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.

On the twenty-fourth day of June we arrived at Fort Laramie, in the midst of a heavy storm. We had traveled six hundred sixty-seven miles since leaving Independence, if our course had been the most direct; but allowing for the distances some of us had ridden in search of cattle or here and there off the trail looking for a camping place it must have been that we made at least a hundred miles more.

Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.

This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.

About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company.

We were given quarters inside Fort Laramie, which was much to our liking.

Then, when we set off once more, it was with greater cheerfulness and increased hope, for the way could not have been improved nor made more pleasant.

Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

### Sample Question

This question has two parts. First answer part A. Then, answer part B.

#### Part A

What inference can be made about the travelers' feelings toward their stay at Fort Laramie?

- (A) They were glad for their time at Fort Laramie.
- (B) They felt overwhelmed by the size of Fort Laramie.
- (C) They felt humbled by the condition of Fort Laramie.
- (D) They were cautious about staying in Fort Laramie.

#### Part B

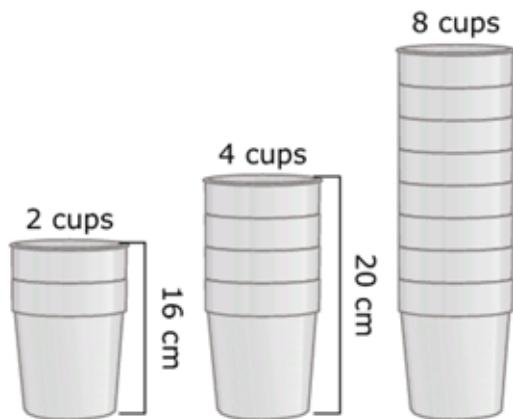
Which sentences from the text **best** supports your answer in part A?

- (A) Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.
- (B) Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.
- (C) About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company. We were given quarters inside Fort Laramie, which was much to our liking.
- (D) Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

## Grade 8 ELA Math Performance Task

**Stacks of Cups**

Your science classroom uses cups for many experiments. Your teacher ordered lots of cups from a catalog. The catalog is not very good. It has the following picture, but no other useful information.



Your teacher wants you to help her get organized for when the cups arrive next week. Using only the information shown in the picture, she asks you to figure out some other specific measurements.

**1**

How tall, in cm, is the stack of 8 cups?

cm

**2**

How tall, in cm, is 1 cup? Explain how you determined the height of 1 cup.

**3**

Your teacher thinks that instead of having to figure out these stacks each time, it would be useful to understand the general relationship.

Write an equation expressing the relationship between the height of the stack and the number of cups in the stack.

Let  $h$  represent the height of the stack, in cm, and  $n$  the number of cups in the stack.

4

The catalog is advertising a stack of these cups that is 95 cm tall. Lori says, "That must be a misprint because a stack of that height is not possible."

Do you agree or disagree with Lori? Explain your reasoning.

5

Your class wants to sell School Spirit Cups with your school logo on them. Your teacher wants you to design this new cup such that a stack of 10 cups will be 125 cm tall.

Describe key measurements of the School Spirit Cups and explain how they will meet the required specifications.

**SUBJECT:** Public Hearing: Conveyance of Easement at Northridge Elementary School to the Fair Oaks Water District (Camarda) - 8:40 p.m.

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

Public Hearing/Action: The superintendent is recommending that the board call a public hearing to solicit public comment and adopt Resolution No. 4157 declaring the conveyance of a temporary construction easement at Northridge Elementary School to the Fair Oaks Water District.

**RATIONALE/BACKGROUND:**

The Fair Oaks Water District (FOWD) will be drilling a new production well at Northridge Elementary School in the coming months. This well is to be constructed on a FOWD-owned parcel adjacent to the existing well site, located in the southeast corner of the school. The new well and all related facilities will replace FOWD's existing production well, which is scheduled for retirement once construction of the new well is complete.

The FOWD is requesting a Temporary Construction Easement for the area surrounding the well site per the map and property bounds that are attached with this item. The easement is intended to provide additional working space around the site and will also be used as a staging area for materials and equipment. This area is to be enclosed with temporary construction fencing that is screened for safety and security purposes. The temporary construction easement would be required for the duration of the project, which is anticipated to be completed on December 31, 2025. This schedule is subject to change and could be extended depending on key project milestones.

**ATTACHMENT(S):**

1. [Easement Exhibit](#)
2. [Temporary Construction Easement Request](#)
3. [Resolution No. 4157](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 10/08/2024

Superintendent's Cabinet: 09/30/2024, 10/14/2024

**FISCAL IMPACT:**

N/A

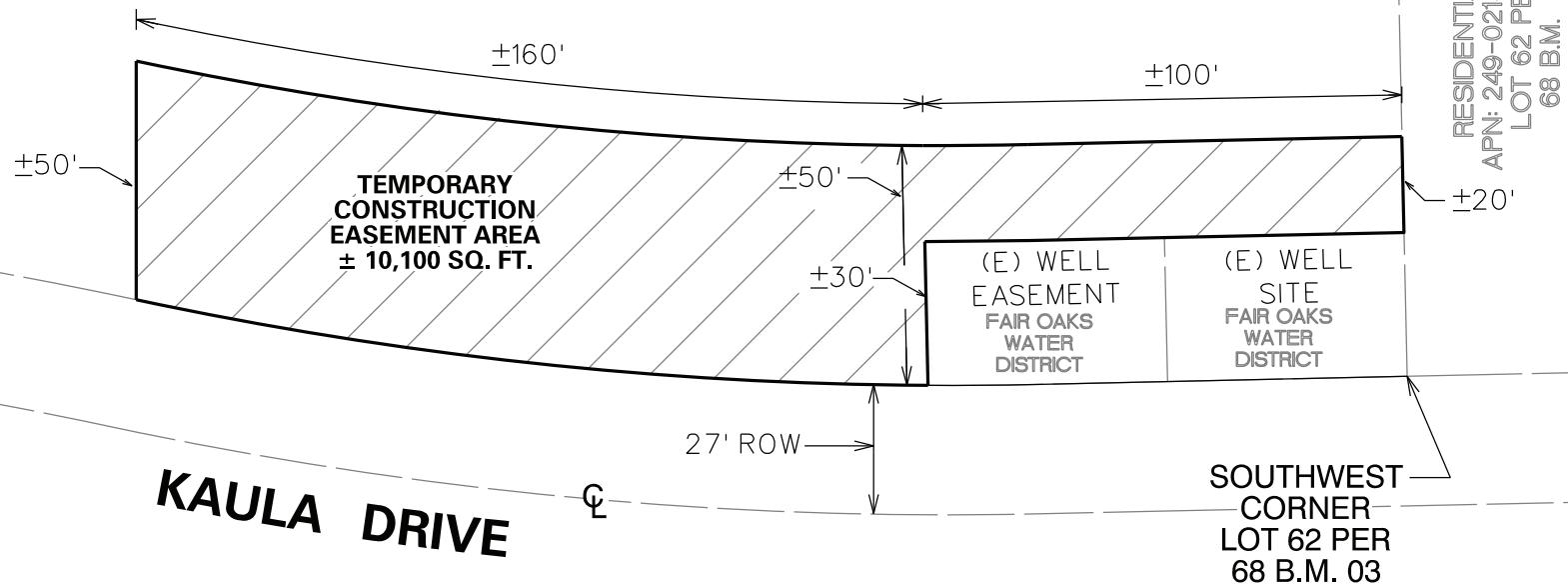
**PREPARED BY:** Colin Bross, Director, Maintenance and Operations

**APPROVED BY:** Frank Camarda, Chief Operations Officer  
Melissa Bassanelli, Superintendent of Schools

NORTHRIDGE ELEMENTARY  
SAN JUAN UNIFIED  
SCHOOL DISTRICT  
APN: 249-0232-006  
52 R.O.S. 5



0' 20' 40'  
SCALE 1"=40'



## REVISED TEMPORARY CONSTRUCTION EASEMENT EXHIBIT NORTHRIDGE WELL

FAIR OAKS WATER DISTRICT  
FAIR OAKS, CA  
AUGUST 2024





September 19, 2024

San Juan Unified School District  
3738 Walnut Avenue  
Carmichael, CA 95608

**Subject: Temporary Construction Easement at Northridge Elementary School for Northridge Well Drilling and Construction**

To Whom It May Concern:

Fair Oaks Water District (FOWD) will be drilling a new production well at the Northridge Elementary School in the coming months. This well is to be constructed on a FOWD-owned parcel adjacent to the existing well site, located in the southeast corner of the school. The new well and all related facilities will replace FOWD's existing production well, which is scheduled for retirement once construction of the new well is complete.

FOWD is requesting a Temporary Construction Easement for the area surrounding the well site per the map and property bounds that are included with this letter. The easement is intended to provide additional working space around the site and will also be used as a staging area for materials and equipment. This area is to be enclosed with temporary construction fencing that is screened for safety and security purposes.

The Temporary Construction Easement would be required for the duration of the project, which is anticipated to be completed on December 31<sup>st</sup>, 2025. This schedule is subject to change and could be extended depending on key project milestones.

Should you need further information, please contact me at [bchetcuti@fowd.com](mailto:bchetcuti@fowd.com) or (916) 844-3520.

Sincerely,

Blake Chetcuti  
Associate Engineer  
Fair Oaks Water District

Attachments: Temporary Construction Easement Alternatives A and B

**RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
RESOLUTION CONVEYING EASEMENT AT NORTHRIDGE ELEMENTARY  
SCHOOL TO THE FAIR OAKS WATER DISTRICT**

**RESOLUTION NO. 4157**

**WHEREAS**, San Juan Unified School District (“District”) owns real property located on 5150 Cocoa Palm Way, Fair Oaks, in the County of Sacramento, State of California, bearing Assessor’s Parcel Number (APN 249- 0232-006); and

**WHEREAS**, the Fair Oaks Water District (“FOWD”) has requested that the District convey to FOWD a temporary construction easement (“Easement”) for public utility purposes over an area real property on 249- 0232-006, as generally described and depicted in Exhibit A (“Easement Areas”); and

**WHEREAS**, the purpose of the Easement is for FOWD well drilling and construction; and

**WHEREAS**, the Easement is not now and will not at the time of delivery of possession to FOWD 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 temporary Easement to FOWD in that FOWD 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 October 8, 2024, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on October 22, 2024; 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 County the above-described Easement for so long as such Easement is used for the aforesaid purposes. Whenever the Easement is no longer used for said 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 County 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 October 22, 2024, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

SAN JUAN UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_  
**Pam Costa, President**  
**San Juan Unified School District**  
**Board of Education**

ATTESTED TO:

By: \_\_\_\_\_  
**Ben Avey, Clerk**  
**San Juan Unified School District**  
**Board of Education**

**SUBJECT:** Intent to Convey Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:45 p.m.

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. 4158 declaring the intent to convey a permanent easement at Katherine Johnson Middle School to the Sacramento Area Sewer District and to call a public hearing to be held on November 19, 2024.

**RATIONALE/BACKGROUND:**

The Sacramento Area Sewer District (SacSewer) a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, is requesting an easement for sewer purposes, inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property,

**ATTACHMENT(S):**

1. [Sewer Easement Site Map](#)
2. [SacSewer Easement Agreement](#)
3. [Resolution No. 4158](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Nicholas Arps, Director, Facilities, Construction and Modernization

**APPROVED BY:** Frank Camarda, Chief Operations Officer  
Melissa Bassanelli, Superintendent of Schools

Sewer Easement



**WHEN RECORDED RETURN TO:**  
**REAL ESTATE DIVISION**  
**COUNTY OF SACRAMENTO**  
**3711 Branch Center Road**  
**Sacramento, CA 95827**  
**Mail Code 63-002**

Attachment 2

**No Fee Document - Per Government Code 27383**  
**No Document Transfer Tax - Per R & T Code 11922**

**Okay to Accept**

**Name/Date:** \_\_\_\_\_

**Print Name & Dept:** \_\_\_\_\_

**APN:** \_\_\_\_\_

**Project Name & Dept:** \_\_\_\_\_ **(SacSewer) THIS SPACE FOR RECORDER'S USE ONLY** \_\_\_\_\_

## **EASEMENT FOR SEWER**

### **San Juan Unified School District a Political Subdivision of the State California**

(hereinafter referred to as "GRANTOR"), do(es) hereby grant to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, (hereinafter referred to as "SacSewer"), an easement, for sewer purposes, (hereinafter referred to as "Easement"), inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property, (hereinafter referred to as "Easement Area"), situated in the County of Sacramento, State of California, described as follows:

**SEE EXHIBITS "A" and "B" attached hereto and made a part hereof;**

together with the perpetual right of ingress to and egress from said Easement Area, for the purpose of exercising and performing all of the rights and privileges herein granted.

Any use of this Easement Area by GRANTOR or assignees or successors in interest, shall not be allowed without the prior written approval of SacSewer; except for the following uses (collectively, the "Allowable Uses"): ( i ) lawn or similar groundcover; ( ii ) areas planted with species whose mature growth does not exceed five (5) feet in height and which are not environmentally protected; or ( iii ) non-colored and non-patterned asphalt and concrete driveways, sidewalks, bikepaths, surface parking, curbs and gutters. Any of said Allowable Uses shall not be installed in a manner that will impede vehicular access by SacSewer for maintenance purposes. Other than the aforementioned Allowable Uses, each use proposed by GRANTOR must be approved in writing by SacSewer's District Engineer, with said approval being in the District Engineer's sole discretion, prior to construction within or use of the Easement Area by the GRANTOR. For any required written approval, the GRANTOR shall contact the SacSewer Main Office. All use activities, including but not limited to Allowable Uses, shall not in any way limit SacSewer's rights under this Easement. Even if SacSewer's District Engineer has approved the use within the Easement Area, SacSewer retains the right to remove all or any part of the approved use to allow SacSewer to use the Easement Area at any time pursuant to the rights granted herein. Except for the Allowable Uses identified above, SacSewer shall not be liable for any cost related to the removal or replacement of said improvements constructed by GRANTOR within the Easement Area.

[Signature page follows]

**RED File No.** \_\_\_\_\_

M:\RealEstate\Templates\RES SDA RE Mgmt\SASD\Deeds\Sewer Easement SASD sgp 01042024

**LOG No.** \_\_\_\_\_

[Signature page to Easement for Sewer]

**Warrant of Signature Authority.** The Grantor warrants the signature appearing on this instrument of real property (i.e. Easement Deed, Grant Deed, Quit Claim Deed) 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 public entity, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

**San Jaun Unified School District  
a Political Subdivision of the State of California**

Nicholas Arps  
Director of Facilities, Construction & Modernization

**CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT**

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

STATE OF \_\_\_\_\_)

COUNTY OF \_\_\_\_\_)

On \_\_\_\_\_ before me, \_\_\_\_\_, notary public,  
date \_\_\_\_\_ name of notary officer

personally appeared \_\_\_\_\_,  
name(s) of signer(s)

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

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

WITNESS my hand and official seal.

Signature of Notary

-----OPTIONAL SECTION-----

**CAPACITY CLAIMED BY SIGNER**

Though statute does not require the Notary to fill in the data below, doing so may prove invaluable to persons relying on the document.

INDIVIDUAL

CORPORATE OFFICER(S)

Title(s)

PARTNER(S)  LIMITED

GENERAL

ATTORNEY-IN-FACT

TRUSTEE(S)

GUARDIAN/CONSERVATOR

OTHER: \_\_\_\_\_

**SIGNER IS REPRESENTING:**

Name of Person(s) or entity(ies)

**OPTIONAL SECTION:**

TITLE OR TYPE OF DOCUMENT: \_\_\_\_\_

DATA REQUESTED HERE IS  
NOT REQUIRED BY LAW.

NUMBER OF PAGES \_\_\_\_\_ DATE \_\_\_\_\_

SIGNER(S) OTHER THAN NAMED ABOVE \_\_\_\_\_

\*\*\*\*\*

**CERTIFICATE OF ACCEPTANCE**  
Sacramento Area Sewer District

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. SD-0267 of the Board of Directors of said District adopted on October 11, 2017 and the Grantee consents to recordation thereof by its duly authorized officer.

Sacramento Area Sewer District Director of Collection System Operations

Date

\*\*\*\*\*

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
RESOLUTION OF INTENTION TO CONVEY EASEMENT TO THE  
SACRAMENTO AREA SEWER DISTRICT  
AT KATHERINE JOHNSON MIDDLE SCHOOL**

**Resolution No. 4158**

**WHEREAS**, San Juan Unified School District (“District”) owns real property located at 2641 Kent Drive, Sacramento, California, in the County of Sacramento, State of California, bearing Assessor’s Parcel Number (“APN”) 268-0290-001 and commonly known as Katherine Johnson Middle School; and,

**WHEREAS**, The Sacramento Area Sewer District (SacSewer) is requesting the granting of a permanent utility easement at Katherine Johnson Middle School, on a portion of APN 268-0290-001, for sewer purposes, inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property, (“Easement Area”);

**WHEREAS**, the purpose of the Easement is for SacSewer to construct, reconstruct, improve, operate, and maintain sanitary sewer pipelines; and,

**WHEREAS**, pursuant to Education Code section 17557, before so conveying property, a school district’s governing board must adopt a resolution in an open meeting by a two-thirds vote of all of its members declaring the intention to convey the property.

**NOW, THEREFORE**, the Board of Education of the San Juan Unified School District hereby finds, determines, declares, orders, and resolves as follows:

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

**2. Intent to Dedicate; Terms and Conditions.** Pursuant to Education Code section 17556 et seq., it is the intention of the District to convey to SacSewer the Easement generally described and depicted in the attached Exhibit A for the purposes described herein.

**3. Public Hearing.** On the 19<sup>th</sup> of November 2024, at the hour of 6:30 p.m., or as soon thereafter as the matter can be heard, the District’s Board of Education shall hold a public hearing upon the question of making the conveyance of the Easement to SacSewer pursuant to Education Code sections 17558 and 17559, at which time any interested person may appear and be heard thereon.

**4. Notice of Adoption.** Notice of adoption of this Resolution shall be given by posting a true copy of this Resolution in three (3) public places in the District not less than ten (10) days before the date of the public hearing described above. Notice of said public hearing shall be given by publishing the notice in a newspaper of general circulation published in the District or in a newspaper published that has general circulation within the District not less than five (5) days before the date of the public hearing described above.

**PASSED AND ADOPTED** on the 22<sup>nd</sup> of October 2024, at a regular meeting of the Board of Education by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_

SAN JUAN UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_  
Pam Costa, President  
Board of Education  
San Juan Unified School District

ATTESTED TO:

By: \_\_\_\_\_  
Ben Avey, Clerk  
Board of Education  
San Juan Unified School District

**SAN JUAN UNIFIED SCHOOL DISTRICT  
TENTATIVE BOARD AGENDA ITEMS  
2024-2025**

L  
10/22/2024

**NOVEMBER 19 (3rd Tuesday)**

Board reception honoring outgoing board members (before board meeting)

La Entrada/Adult Education Graduation Requirements – D	Schnepf
Universal Prekindergarten (UPK) Update – R	Townsend-Snider
Dress Code Update – R	Schnepf
Legislative Priorities for 2025-2026 – D/A	Thigpen
Revisions to Board Policy 0410 Nondiscrimination in District Programs and Activities – D/A	Gaddis
Set Annual Organizational Meeting – A	Board
*Resolution: CSPP Continued Funding Application Designated Personnel 2025-2026 – A	Townsend-Snider
*2024-25 Meal Price Increases – A	Camarda

**DECEMBER 17 (3rd Tuesday)**

Board reception/swearing-in (before board meeting)

Annual Organizational Meeting – A	Board
2023-2024 Audit Report – A	Ryan
2024-2025 First Interim & Budget/Financial Status Report – A	Ryan
Public Hearing #2: Visions In Education Charter School Renewal Petition – A [PH #1/Discussed: 10/22/24]	Oaxaca
Bond Update – R	Camarda
Amendments to Use of Facilities Handbook – A	Camarda
*Continued Funding Application CSPP & CCTR – A	Townsend-Snider
*Adult Education Course Approval – A	Schnepf
*Minimum Wage Increase (Short Term, Temporary) – A	Toto

**JANUARY 14**

English Language Development (ELD) Update – R	Oaxaca
The Brown Act – D	Gaddis
Title IX Board Policies – D	Gaddis
BP 1312.3 Uniform Complaint Procedures	
BP 4030 Nondiscrimination in Employment	
BP 4033 Lactation Accommodation	
BP 4119.11/4219.11/4319.11 Sex Discrimination and Sex-Based Harassment	
BP 5145.3 Nondiscrimination/Harassment	
BP 5145.7 Sex Discrimination and Sex-Based Harassment	
BP 5146 Married/Pregnant/Parenting Students	
Annual Policy Review – D	Gaddis
BP 3430 Investing and Debt Management	
BP 5116.1 Intradistrict Open Enrollment	
BP 6145 Extracurricular/Cocurricular Activities	
BP 6020 Parent Involvement	
Williams Complaint Report – R	Gaddis
Governance Handbook Annual Update – D	Allen
*Resolution: Emergency Contracting – A	Ryan
*Resolution: Authorized Signature - Power to Contract on Behalf of the District – A	Ryan
*Resolution: Delegating Signature Authorization to the Superintendent – A	Ryan

**JANUARY 28**

Recognition: 2025 Classified Employees of the Year – A	Toto
Recognition: National School Counseling Week (Feb. 3-7) – A	Schnepf
Katherine Johnson Middle School Transition Update – R	Schnepf

Maintenance Update – R	Camarda
*Title IX Board Policies – A [Discussed 01/14/25]	Gaddis
BP 1312.3 Uniform Complaint Procedures	
BP 4030 Nondiscrimination in Employment	
BP 4033 Lactation Accommodation	
BP 4119.11/4219.11/4319.11 Sex Discrimination and Sex-Based Harassment	
BP 5145.3 Nondiscrimination/Harassment	
BP 5145.7 Sex Discrimination and Sex-Based Harassment	
BP 5146 Married/Pregnant/Parenting Students	
*Annual Policy Review – A [Discussed 01/14/25]	Gaddis
BP 3430 Investing and Debt Management	
BP 5116.1 Intradistrict Open Enrollment	
BP 6145 Extracurricular/Cocurricular Activities	
BP 6020 Parent Involvement	
*School Accountability Report Cards (SARCs) – A	Slavensky
*LCAP Federal Addendum Annual Revision – A	Slavensky
*CTE Advisory Committee Roster 2024-2025 – A	Schnepp
*Governance Handbook Annual Update – A [Discussed 01/14/25]	Allen

## FEBRUARY 11

Recognition: National School Social Work Week (Mar. 2-8) – A	Oaxaca
Mid-Year LCAP Update 2024-2025 – R	Slavensky
Choices Charter School Mid-Year LCAP Update 2023-2024 – R	Oaxaca
Technology Update – R	Skibitzki
*Resolution: Biennial Federal Surplus Property Participation Renewal – A	Ryan

## FEBRUARY 25

Recognition: Arts Education Month (March) – A	Slavensky
System of Professional Growth – R	Slavensky
Proposition 28: Arts Education – R	Slavensky
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – D	Toto
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated ECE) – D	Toto
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – D	Toto
Notice of Intent to Reduce Classified Positions – D	Toto
2025 CSBA Delegate Assembly Election – A	Board
*Early Head Start/Head Start Budget Modification/Carryover Funds – A	Townsend-Snider

## MARCH 11

Second Interim Budget Report – R	Ryan
Facilities Master Plan – D	Camarda
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/25/25]	Toto
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/25/25]	Toto
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/25/25]	Toto
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/25/25]	Toto
*Audit Reports for Measures J, N, P and S – A	Ryan

## MARCH 25

Recognition: Week of the Young Child (Apr. 5-11) – A	Townsend-Snider
Recognition: Adult Education Week – A	Schnepp
Instructional Technology – R	Slavensky
Transportation Update – R	Camarda
3280 and 7-11 Committees – D	Camarda
*Head Start and Early Head Start Grant Application 2025-2026 – A	Townsend-Snider

**APRIL 8**

Recognition: School Bus/Van Driver Appreciation Day (Apr. 22) – A Toto  
Instructional Materials Adoptions – D Slavensky  
New High School Courses – D Slavensky  
Accelerated Programs – D Slavensky  
Williams Complaint Report – R Gaddis  
Proposed Board Meeting Dates for 2025-2026 – A Board

**APRIL 22**

Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 7) – A Oaxaca  
Recognition: California Day of the Teacher (May 14) – A Toto  
Multi-Tiered System of Supports (MTSS) – R Oaxaca  
Innovative School Update – R Townsend-Snider  
\*Instructional Materials Adoptions – A [Discussed 04/08/25] Slavensky  
\*New High School Courses – A [Discussed 04/08/25] Slavensky

**MAY 13**

Recognition: National Speech Pathologist Day (May 18) – A Slavensky  
Recognition: Classified School Employee Week (May 18-24) – A Toto  
District TK-12 Mathematics Update – R Slavensky  
Nutrition Services Update – R Camarda  
Hearing Officer's Recommendation-2025 RIF (if applicable) – A Gaddis

**MAY 27**

Recognition: National Science Bowl (if applicable) – A Schnepf  
Recognition: Science Olympiad (if applicable) – A Schnepf  
Recognition: Academic Decathlon (if applicable) – A Schnepf  
Restorative Practices/Student Discipline – R Oaxaca  
Equity Plan – D Oaxaca  
\*Head Start/Early Head Start SETA Grant Resolution 2025-2026 – A Townsend-Snider  
\*Facility Lease Amendments – A Camarda

**JUNE 10**

Public Hearing: LCAP – D Slavensky  
Public Hearing: LCAP/Choices Charter School – D Oaxaca  
Public Hearing: Adoption of the 2025-2026 Budget – D Ryan  
Strategic Plan Update – R Allen  
Temporary Interfund Borrowing of Cash – A Ryan  
\*CIF Superintendent Designation of Representatives 2025-2026 – A Schnepf  
\*ECE Program Self-Evaluation for CDE – A Townsend-Snider  
\*Head Start/Early Head Start COLA Funding Allocation 2025-2026 – A Townsend-Snider

**JUNE 24**

California School Dashboard Local Indicators – R Slavensky  
LCAP – A [Public Hearing 06/10/25] Slavensky  
Choices Charter School California School Dashboard Local Indicators – R Oaxaca  
LCAP Choices Charter School – A [Public Hearing 06/10/25] Oaxaca  
Adoption of the 2025-2026 Budget – A [Public Hearing 06/10/25] Ryan  
Facilities Update – R Camarda  
Bond Oversight Committee Update – R Camarda  
\*2024-2025 Actuarial Report (OPEB) – A Ryan  
\*Charter School 2023-2024 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A Ryan

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