



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

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

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Alternatively, you can view the board meeting 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.

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

Board of Education Agenda February 13, 2024

Notice of Teleconferencing: Government Code section 54953 permits the Board of Education to conduct its meeting from a different location via teleconference provided that at least a quorum of the board members participate from a location within district boundaries. This meeting shall be conducted using teleconferencing at the following location, which shall be accessible to the public: The Westin Washington, DC Downtown, 999 9th Street NW, Washington, DC 20001. Members of the public shall be afforded the opportunity to address the Board of Education as permitted under Government Code section 54954.3 at the teleconference location. Voting at this meeting shall be by roll call.

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:45 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 – 5:45 p.m.

1. Student enrollment in one case and 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 THE MINUTES

1. January 20, 2024, special meeting, page 2569.
2. January 23, 2024, regular meeting, pages 2570-2572.

E. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 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)

F. VISITOR COMMENTS – 6:50 p.m.

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

G. CONSENT CALENDAR – G-1/G-21 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-21, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.
2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and zero dollar contract.
3. *Business/Financial Report – notices of completion.
4. Acceptance of the following gifts: (# = donor's estimate)
Mesa Verde High School: from International Brotherhood of Electrical Workers Local Union 1245 – for boys basketball: \$500; from Woodmen Life Chapter 339 – for softball: \$1,000.
Starr King K-8 School: from Our Lady of the Assumption Church – for Winter Wonderland event: \$500; from Raley's – for classroom supplies to promote social-emotional learning: \$5,000; from Kiwanis Club of Carmichael – for kindergarten outdoor equipment and supplies: \$1,000; from St. Michael's Episcopal Church – for support of social-emotional learning classroom materials: \$1,295 and for Staples gift card to purchase ink for classroom printers: \$800. **Visual and Performing Arts:** from Larry Lipp – for CB percussion kit: \$250(#).
White House Counseling Center: from Elaine Bonnington: \$2,000.
5. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.
6. *Approval to change the name of Arcade Fundamental Middle School to Arcade Middle School.
(Discussed: 01/23/2024).
7. *Adoption of Resolution No. 4114 authorizing emergency contracting.
8. *Adoption of Resolution No. 4115 authorizing power to contract on behalf of San Juan Unified School District.
9. *Approval of the Retiree Salary Schedule for the 2023-2024 school year.
10. *Ratification of one member to the Curriculum, Standards, Instructional and Student Services (C&S) Committee.
11. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Arlington Heights Elementary School Site Security Project.
12. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Del Campo High School Site Security Project.
13. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Howe Avenue Elementary School Site Security Project.
14. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Kingswood K-8 School Site Security Project.
15. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Lichen K-8 School Site Security Project.
16. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Mesa Verde High School Site Security Project.

17. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Orangevale Open K-8 School Site Security Project.
18. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Albert Schweitzer Elementary School Site Security Project.
19. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Sierra Oaks K-8 School Site Security Project.
20. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Will Rogers Middle School Site Security Project.
21. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Winston Churchill Middle School Site Security Project.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Strategic Planning Update – 7:25 p.m.

(Allen)

Material provided.

Report: regarding the district's strategic plan development.

2. Local Control and Accountability Plan (LCAP) Mid-Year Update – 7:55 p.m.

(Slavensky)

Material provided.

Report: regarding the 2023-2024 LCAP mid-year update.

3. Choices Charter School Local Control and Accountability Plan (LCAP) Mid-Year Update – 8:25 p.m.

(Ginter)

Material provided.

Report: regarding the 2023-2024 LCAP mid-year update for Choices Charter School.

4. Proposed Revisions and New Exhibit to Board Policy 0410 Nondiscrimination in District

Programs and Activities – 8:40 p.m.

(Gaddis)

Material provided. (Discussed: 01/09/2024)

Discussion: regarding proposed revisions to Board Policy 0410 Nondiscrimination in District Programs and Activities and the accompanying exhibit. Action anticipated: 02/27/2024.

5. Proposed Revisions and New Exhibit to Board Policy 1312.2 Complaints Concerning

Instructional Materials – 8:45 p.m.

(Gaddis)

Material provided. (Discussed: 01/09/2024)

Discussion: regarding proposed revisions to Board Policy 1312.2 Complaints Concerning Instructional Materials and the accompanying exhibit. Action anticipated: 02/27/2024.

6. Recommendation for Reduction in Particular Kinds of Services (TK-12 Certificated) – 8:50 p.m.

(Toto)

Material provided.

Discussion: regarding Resolution No. 4116, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4117, establishing criteria to apply to break a tie in seniority for TK-12 certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 02/27/2024.

7. Recommendation for Reduction in Particular Kinds of Services (Early Childhood Education) – 8:55 p.m. (Toto)
Material provided.

Discussion: regarding Resolution No. 4118, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4119, establishing criteria to apply to break a tie in seniority for early childhood education certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 02/27/2024.

8. Recommendation for Reduction in Particular Kinds of Services (Adult Education) – 9:00 p.m. (Toto)
Material provided.

Discussion: regarding Resolution No. 4120, reducing or discontinuing particular kinds of services and the corresponding amount of certificated staffing that will be reduced as a result; and Resolution No. 4121, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire. Action anticipated: 02/27/2024.

9. Notice of Intent to Reduce or Discontinue Certain Classified Positions – 9:05 p.m. (Toto)
Material provided.

Discussion: regarding Resolution No. 4122, reducing or discontinuing certain classified positions, effective June 30, 2024, due to lack of work and/or lack of funds. Action anticipated: 02/27/2024.

J. BOARD REPORTS – 9:10 p.m.

K. FUTURE AGENDA – 9:15 p.m.

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

B. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

L. ADJOURNMENT – 9:20 p.m.

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

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

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

NOTE: The times indicated are approximate.

Mission Statement

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



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

Board of Education Minutes
January 20, 2024

Special Meeting – Board Retreat
Board of Education
9:00 a.m.

Open Session/Call to Order (A)

The January 20 special meeting was called to order by the president, Pam Costa. The board meeting was held in person. It was moved by Ms. Villescaz, seconded by Ms. Creason, to approve the January 20 agenda. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

Roll Call

Present:

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

Effective Governance: Good Beginnings Workshop (B-1)

Board members and Superintendent Bassanelli took part in the Good Beginnings Workshop facilitated by California School Boards Association (CSBA) Governance Educator Luan Burman Rivera. The workshop was based on CSBA's four building blocks of effective governance: unity of purpose, roles and responsibilities, positive governance team culture (norms), and supportive structures and processes (protocols).

Adjournment (C)

At 3:08 p.m., there being no further business, the special meeting was adjourned.

Pam Costa, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc



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

Board of Education Minutes
January 23, 2024

Regular Meeting
Board of Education
6:00 p.m.

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

The January 23 regular meeting was called to order by the president, Pam Costa. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call

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

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 readmissions 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 High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, that the minutes of the January 9 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

Recognition: 2024 Classified Employees of the Year (E-1a)

Assistant Superintendent of Human Resources Rebecca Toto, Ed.D., introduced Ivy Akbari, High School Secretary (Encina Preparatory High School); Lanesia Foster, Instructional Assistant III (Carriage Drive Elementary School); and Jose Rios, Custodian (Thomas Edison Language Institute) as the 2024 Classified Employees of the Year.

Recognition: National School Counseling Week (E-1b)

It was moved by Ms. Creason, seconded by Ms. Kravchuk, to adopt Resolution No. A-433 proclaiming February 5-9 as National School Counseling Week. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

High School Student Council Reports (E-2)

High School Student Council representatives Allyson Dyke and Emmy Moran from Del Campo High School and Carolina Carruth from El Camino Fundamental High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-7)

Mr. Avey reported that the board voted unanimously to accept as written two denied readmissions in case numbers RA-05 and RA-06.

Visitor Comments (F)

Options for Youth Principal Derek Newell provided an update on activities at the school.

Jennifer Harris spoke about a pedestrian pathway near Lacey Lane and the new Katherine Johnson Middle School.

Farrah Ting spoke about a pathway and foot bridge near Lacey Lane and the new Katherine Johnson Middle School.

Anastasia Canterbury spoke about the need for a lighted stadium at Rio Americano High School.

Shauna Cvetovac expressed support for having a lighted stadium at Rio Americano High School.

Martin Ross shared information about the 40th annual Wayne Reimers Jazz Festival.

Reid Sanders expressed support for installing stadium lights and bleachers at Rio Americano High School.

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

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

Personnel (G-1) - Appointments, leaves of absence, separations and errata – approved as submitted.

Purchasing Report (G-2)

Change orders, piggyback contracts, zero dollar contracts and bids/RFPs – approved as submitted.

Business/Financial Report (G-3)

Notices of completion and warrants and payroll – approved as submitted.

Gifts (G-4)

Acceptance of gift to Bella Vista High School.

Surplus Property Report (G-5)

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

2023-2024 School Accountability Report Cards (G-6)

Approval of the 2023-2024 School Accountability Report Cards (SARCs).

LCAP ESSA Federal Addendum (G-7)

Approval of the updated Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum as required by the California Department of Education (CDE).

Short-Term Nutrition Services Supervisor III Position (G-8)

Approval of a short-term Nutrition Services Supervisor III in Nutrition Services from 01/24/2024 until 04/15/2024.

Family and Community Engagement Update (I-1)

Chief of Staff Trent Allen introduced Director of Family Engagement and Partnership Development Amy Rovai Gregory who gave a presentation on the activities and actions of the district's Family and Community Engagement (FACE) Department. Ms. Rovai Gregory began by sharing a list of the services that the FACE Department provides. Family Engagement Coordinator Luis Cruz Solace spoke about the work of neighborhood/parent liaisons and upcoming family education offerings. Ms. Rovai Gregory shared information about staff development, community asset mapping, the FACE mobile, a targeted family engagement pilot program, community partnerships, volunteer support programs and field trip

support. Ms. Rovai Gregory then explained next steps for the department. Board members made comments and posed questions, which Ms. Rovai Gregory addressed. Mr. Avey spoke about family participation, the resolution complaint process, field trips, staff development and the family leadership academy. Ms. Kravchuk commented on the Starr King K-8 neighborhood learning project, the new partnership with the Armstead Academic Project and fatherhood outreach, and she suggested that the department incorporate information about post-graduation possibilities into their outreach efforts. Ms. Costa expressed gratitude to the department for its work, noting the positive impact on families and student success.

Proposed Name Change for Arcade Fundamental Middle School (I-2)

Assistant Superintendent of Secondary Education and Programs Kristan Schnepp introduced Director of Secondary Education Darrin Kitchen, Ed.D. and Arcade Fundamental Middle School Principal Lindsey McManigal who gave a presentation about the proposed name change for Arcade. Dr. Kitchen provided background information about the proposed name change, which would align with the school's current educational direction. Ms. McManigal shared information about the feedback that was collected from a ThoughtExchange involving students, families and staff. Ms. McManigal also detailed the school's current focus as a Science, Technology, Engineering, Arts and Mathematics (STEAM) school with a focus on collaboration, process-based learning, innovation and inquiry. Ms. Creason expressed support for the name change. Mr. Hernandez inquired about the percentage of students who responded to the ThoughtExchange. Mr. Avey reported that the Facilities Committee had a good discussion about the proposed name change, noting that other fundamental schools will retain their names, and the cost is negligible. Ms. Villescaz expressed support for the proposal, appreciating that the request originated from the community. Ms. Costa commented that the proposed name change aligns philosophically, acknowledging that 'fundamental' made sense previously, but now the school has a STEAM focus. Action was scheduled for February 13 on consent.

Public Hearing: Conveyance of Easement at Arcade Fundamental Middle School (I-3)

Director of Facilities, Construction and Modernization Nicholas Arps presented the item. Ms. Costa declared the topic of conveying a permanent easement at Arcade Fundamental Middle School a public hearing and invited the public to speak. There being no questions or comments from the public, Ms. Costa declared the public hearing closed. It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, to adopt Resolution No. 4113, conveying one permanent easement at Arcade Fundamental Middle School to the Sacramento Municipal Utility District. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

Proposed Revisions to Board Policy 1312.3 Uniform Complaint Procedures (I-4)

General Counsel Fhanysha Gaddis presented the proposed revisions to Board Policy 1312.3 Uniform Complaint Procedures. It was moved by Mr. Avey, seconded by Ms. Villescaz, to approve the revisions to Board Policy 1312.3 Uniform Complaint Procedures. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

Proposed Revisions and New Exhibit to Board Policy 5145.3 Nondiscrimination/Harassment (I-5)

Ms. Gaddis presented the proposed revisions and new exhibit to Board Policy 5145.3 Nondiscrimination/Harassment. It was moved by Ms. Creason, seconded by Mr. Hernandez, to approve the revisions and new exhibit to Board Policy 5145.3 Nondiscrimination/Harassment. MOTION CARRIED UNANIMOUSLY [Costa, Hernandez, Avey, Villescaz, Kravchuk, Perez, Creason].

Board Reports (J)

Ms. Villescaz shared information from the recent Bond Oversight Committee meeting.

Mr. Hernandez reported that he attended the wall signing at Arcade Fundamental Middle School.

Future Agenda (K)

There were no items added to the future agenda.

Adjournment (L)

At 8:19 p.m., there being no further business, the regular meeting was adjourned.

Pam Costa, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc

APPROVED: 

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	
Certificated	1
Classified	1
Leaves of Absence	
Management	1
Certificated	1-2
Classified	2
Separations	
Management	
Certificated	2
Classified	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2-5
Certificated	
Classified	3-23
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

Agenda for the February 13, 2024 Board Meeting

1. APPOINTMENTS

CERTIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Strong, Sonia	Prob	Tch-Resource Spec K/12	Thomas Edison	01/09/24
New Hire	Young, Monique	Prob	Counselor 9/12	Mesa Verde	01/29/24
Rehire	Bishop, Kathryn	Temp	Tch-Site Res: Elem Intrnv	Arlington Heights	01/09/24 06/05/24
Rehire	Morehead, Natalie	Temp	Teacher Grade 5	Howe Avenue	01/09/24 06/05/24
Rehire	Shabestari, Firouzeh	Prob	TCH-CDPT	Early Childhood Education	01/19/24
Rehire	Stafford, Keri	Prob	Tch-Grad 7/8	Kingswood	01/23/24
Rehire	Sughrue, Alyssa	Temp	Teacher Grade 1	Northridge	01/19/24 06/05/24
Rehire	Ter Meer, Thaddaeus	Temp	Teacher Grade 5	Sierra Oaks	01/26/24 06/05/24
Rehire	Thesell, Lisa	Prob	Tch-Grad 7/8	Arcade	01/25/24

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Almshalawi, Zaynb	Prob	School Playground Rec Aide	Woodside	01/30/24
New Hire	Andraos, Jennifer	Prob	Nutrition Services Supv III	Nutrition Services	01/24/24
New Hire	Bieneman, Amie	Prob	School Playground Rec Aide	Harry Dewey	01/12/24
New Hire	Byrd, Aidan	Prob	Instructional Assistant I	Cottage	01/23/24
New Hire	Decker, Jennifer	Prob	School Playground Rec Aide	Harry Dewey	01/30/24
New Hire	Eagleton, Steelend	Prob	Instructional Assistant I	Gold River Discovery Center	01/29/24
New Hire	Esmaeilzadeh, Fatemeh	Prob	Inst Asst/Bil-Farsi	Dyer-Kelly	01/22/24
New Hire	Hindo, Jordan	Prob	Youth/Adult Emp Tech I	Workability	01/15/24
New Hire	Huddleston, Clarence	Prob	Campus Safety Monitor	Thomas Kelly	01/29/24
New Hire	Javid, Mohammad Yousuf	Prob	Bilingual Translator, Pashto	English Lang Learning - DO	01/18/24
New Hire	Luevano, Rosa	Prob	School Playground Rec Aide	Howe Avenue	01/18/24
New Hire	Manwaring, Kevin	Prob	Nutrition Services Worker I	San Juan	01/09/24
New Hire	Mariano, Mark Alfonso	Prob	Intermed Clerk Typist	Greer	01/22/24
New Hire	Martin, Tracy	Prob	Instructional Assistant I	Sierra Oaks	01/18/24
New Hire	Mendez, Juanita	Prob	Clerk	Howe Avenue	01/16/24
New Hire	Mendez, Mia	Prob	Instructional Assistant I	Greer	01/29/24
New Hire	Mozeb, Aminah	Prob	Instructional Assistant I	Cottage	01/29/24
New Hire	Perez, Tarin	Prob	School Playground Rec Aide	Harry Dewey	01/24/24
New Hire	Quinto, Michele	Prob	School Playground Rec Aide	Trajan	01/24/24
New Hire	Rivera, Lorraine	Prob	Instructional Assistant I	Sierra Oaks	01/16/24
New Hire	Saldana, Virginia	Perm	Nutrition Services Worker II	Whitney Avenue	01/22/24
New Hire	Samsonova, Olga	Prob	Nutrition Services Worker I	Mesa Verde	01/16/24
New Hire	Valley, Rachel	Prob	Van Driver	Transportation	01/10/24
New Hire	Whitemon, Lucas	Prob	Custodian	Cowan	01/16/24
Rehire	Lloyd, Crystal	Prob	School Playground Rec Aide	Howe Avenue	02/05/24
Rehire	Morgan, Darkenyan	Prob	Campus Safety Monitor	Skycrest	01/10/24
Rehire	Ramahi, Christina	Prob	Instructional Assistant I	Gold River Discovery Center	01/09/24
Rehire	Slover-Garcia, Brandie	Perm	Instructional Assistant III	Kingswood	01/17/24
Rehire	Tanforan, Bettina	Prob	Expd Learning Prog Asst	Pupil Personnel Services	01/19/24
Rehire	Toler, Lauren	Prob	Campus Safety Monitor	Rio Americano	01/17/24
Rehire	Vieira, Sarah	Perm	Intermed Clerk Typist	El Camino	01/16/24

2. LEAVES OF ABSENCE

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)
Paid	Baker, Tanya	Perm	Principal 9/12	Casa Roble	01/31/24 03/15/24

CERTIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Paid	Alvarado, Maria	Perm	Tch-Grad 9/12	Bella Vista	01/01/24 01/31/24
Paid	Coates, Shelley	Perm	Teacher Grade 3	Earl Legette School	12/18/23 05/20/24
Paid	Hinzman, Laura	Perm	Tch-Grad 9/12	Del Campo	01/08/24 06/30/24
Paid	Johnson, Laurie	Perm	Tch-English Language Dev	Harry Dewey	11/04/23 02/02/24
Paid	Laurente, Katherine	Perm	Tch-Elem Specialist-Music	Teaching And Learning	12/18/23 06/30/24
Paid	Reading, Rainier	Perm	Tch-Grad 7/8	Arcade	01/08/24 06/30/24
Paid	Schallig, Nicole	Perm	Tch-Grad 9/12	Mira Loma	11/03/23 02/29/24
Paid	Zarazua, Yeimi	Prob	Tch-Elem Specialist-PE	Teaching And Learning	12/19/23 05/08/24

Agenda for the February 13, 2024 Board Meeting

2. LEAVES OF ABSENCE (Continued)

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid	Bimson, Stephanie	Perm	Tch-Site Res: Elem Intrnv	Carriage	12/14/23 06/05/24
Unpaid	Durkee, Thomas	Perm	Tch-Elem Specialist-PE	Teaching And Learning	01/09/24 06/30/24
Unpaid	Semeniuk, Jennifer	Perm	Teacher Grade 1	Twin Lakes	01/09/24 06/30/24
Unpaid	Stratton, Theresa	Perm	Spec Ed Behavior Specialist	Special Ed - Kenneth	01/08/24 02/14/24
Unpaid	Taheri, Amir	Perm	Tch-Grad 9/12	San Juan	01/01/24 03/21/24

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Paid	Bracy, Wendy	Perm	Nutrition Services Worker I	Mission Avenue	12/18/23 02/11/24
Paid	Clark, Larissa	Prob	Nutrition Services Supv III	Nutrition Services	12/15/23 04/14/24
Paid	Faulkender, Ryann	Prob	Exp Learning Prog Asst	Pupil Personnel Services	12/23/23 06/04/24
Paid	Lasick, Paula	Perm	Elem School Secretary	Trajan	01/08/24 04/07/24
Paid	Lloret, Cortney	Perm	Inst Asst Alt Learning Center	Meraki High	09/05/23 02/07/24
Paid	Rohani, Nabila	Perm	Child Development Assist-SA	Mission ECE	12/23/23 03/10/24
Paid	Torres, Maria	Perm	Child Development Assist	Skycrest ECE	01/04/24 02/15/24
Paid	Tran, Hung	Perm	Nutrition Services Worker II	Arcade	12/20/23 03/20/24
Paid	Williams, Christopher	Perm	Custodian	Mariemont	11/01/23 02/08/24
Unpaid	Jamal, Duraid	Perm	Elementary Head Custodian	Coyle Avenue	01/09/24 04/13/24
Unpaid	Marron, Vanessa	Prob	Nutrition Services Worker I	Carmichael	12/18/23 02/29/24

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Her, Beda	Perm	Teacher PreSchool	Early Childhood Education	01/15/24
Resignation	Smith, Abigail	Prob	Teacher Grade 1	Mariposa	01/12/24
Retirement	Walker, Ronald	Perm	Tch-Elem Specialist-Art	Teaching And Learning	01/12/24

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Alderson, Ernest	Prob	Van Driver	Transportation	01/10/24
Resignation	Alsoudy, Huda	Perm	Instructional Assistant I	Cowan	01/10/24
Resignation	Baker, Toby	Perm	Lead Htg & Air Cond Tech	M&O - Building Maintenance	01/12/24
Resignation	Dean, Aaron	Perm	Campus Monitor	Encina	01/19/24
Resignation	Dobrenick, Stacey	Perm	Instructional Assistant I	Del Dayo	01/12/24
Resignation	Doll, Michelle	Perm	Nutrition Services Worker I	Greer	01/23/24
Resignation	Feldmeyer, Michael	Perm	School Playground Rec Aide	Cottage	01/19/24
Resignation	Gomez, Kirstin	Perm	Instructional Assistant I	Kingswood K-8	01/26/24
Resignation	Hafizi, Zuhra	Perm	Inst Asst/Bil-Farsi	Sunrise Tech Center	01/17/24
Resignation	Lancaster, Cole	Perm	School/Community Wrkr	Billy Mitchell	01/11/24
Resignation	Layna, Shayla	Perm	Expd Learning Site Fac	Pupil Personnel Services	01/26/24
Resignation	Li, Weiqing	Perm	Instructional Assistant I	Greer	01/12/24
Resignation	Moncrief, Michelle	Prob	Custodian	M&O - Building Maintenance	01/19/24
Resignation	Ramirez, Diana	Perm	Inst Asst/Bil-Spanish	Sylvan	01/11/24
Resignation	Smith, Gregory	Prob	School Playground Rec Aide	Whitney Avenue	01/23/24
Retirement	Bertrand, Scott	Perm	Bus Driver	Transportation	01/09/24
Dismissal	CL-586	Perm	Instructional Assistant I	Teaching And Learning	06/07/22
Dismissal	CL-587	Perm	School Playground Rec Aide	Teaching And Learning	12/21/23

4. JOB DESCRIPTION / SALARY RANGE CHANGE

Management

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
ECE Support Specialist	SJAA	New	N/A	15	02/14/24

Agenda for the February 13, 2024 Board Meeting

4. JOB DESCRIPTION / SALARY RANGE CHANGE (Continued)

CLASSIFIED

<u>Class Title</u>	<u>Unit</u>	<u>New/Update</u>	<u>Old Salary Range</u>	<u>New Salary Range</u>	<u>Effective Date (s)</u>
Budget Technician	CSEA	Update	31	N/A	02/14/24
Facilities Procurement Contract Specialist	CSEA	Update	35	N/A	02/14/24
Legal Analyst	CONF	Update	C-31	N/A	02/14/24
Program Analyst	CSEA	Update	51	N/A	02/14/24
Supervisor, Expanded Learning Programs	SJSA	Update	A-30	N/A	02/14/24
Supervisor, Transportation Operations II- Vehicle Maintenance	SJSA	Update	A-32	N/A	02/14/24



JOB DESCRIPTION

Position Code: TBD
Bargaining Group: SJAA
Salary Range: 15
Work Calendar: 003
Page 1 of 2

POSITION TITLE: ECE Support Specialist

DEFINITION: Provides leadership and support in the development, funding, implementation and evaluation of Early Childhood Education (ECE) programs. Coordinates efforts across ECE programs as assigned.

DIRECTLY RESPONSIBLE TO: ECE Program Manager

SUPERVISION OVER: Classified personnel as assigned.

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

1. Coordinates the identification, application, implementation, monitoring and evaluation of grants in support of the ECE program including but not limited to the following program applications: Head Start, Early Head Start, California State Preschool Program, General Childcare and Development Program (CCTR), Child Care Food Program (CCFP), First Five, Extended Learning Opportunities Program (ELOP) and Raising Quality Together (RQT)
2. Collaboratively works with others to monitor programs and develop appropriate evaluative markers of success for grant and partnership supported efforts and recommends changes to grant and partnership supported efforts based on evaluative markers.
3. Identifies, cultivates and sustains relationships with federal, state and local agencies, other agencies, corporations, community groups and others in support of partnership development and implementation.
4. Monitors compliance of grant funded programs with applicable federal and state laws, regulations, codes, district policies, etc.
5. Develops, coordinates and conducts ECE department professional learning for all levels of staff involved in the application and implementation processes for district grant funded programs, as needed.
6. Assists Program Manager with budget development.
7. Conducts audits and reviews of programs to ensure compliance with grant and regulatory requirements.
8. Presents updates and information to community partners, staff groups, families and others related to ECE programs and services.
9. Collaborates with Human Resources and Administration to complete calendars annually across all grants related programs for submission to all grantors.
10. Plans, leads and coordinates advisory and policy committees.
11. Provides leadership and support for other instructional and operational priorities of the ECE program, staff, and students, as assigned.
12. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Education and/or experience equivalent to a bachelor's degree ; and some experience with early childhood education programs including grant program development, implementation and monitoring are required; experience in a government, nonprofit, or academic institution is preferred.

Licenses and Certifications:

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

Knowledge, Skills, and Abilities:

- Knowledge of grant proposal writing principles, methods, and administration.
- Knowledge of federal, state, and local private or public funding sources.
- Knowledge of applicable federal and state legislation and regulations and compliance implications.
- Knowledge of applicable district policies, procedures, and programs.
- Knowledge of technical writing skills and correct English usage.
- Knowledge and skill in use of computers and assorted software programs.
- Knowledge of interpersonal skills using tact, patience, and courtesy.
- Ability to organize and manage multiple projects and tasks simultaneously.
- Ability to analyze and interpret data.
- Ability to understand and follow verbal and written instruction.
- Ability to communicate effectively both verbally and in writing with administrators, staff, and the community.
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines.
- Ability to work effectively with all levels of district staff and the community.
- Ability to establish priorities and meet deadlines.
- Ability to analyze and resolve problems with tact and diplomacy.
- Ability to maintain consistent, punctual and regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Frequent interruptions and significant distractions

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

- Inspect documents and other written materials with fine print.
- Communicate to exchange information in person, in small groups, and/or on the telephone.
- Move about school and facilities to conduct work, including sitting or remaining in a stationary position for long periods of time.
- Operate office equipment requiring repetitive hand movement and fine coordination.

Other Characteristics:

- Ability to work additional hours and weekends on occasion.
- Ability to travel for work related purposes.

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

Board Approved: TBD



JOB DESCRIPTION

Position Code: BUDGET TECHN

Bargaining Group: CSGE

Salary Range: 31

Work Calendar: 1

Page 1 of 3

POSITION TITLE: Budget Technician

DEFINITION: Under general direction, responsible for performing technical accounting and budgetary duties of assigned district budgets and/or programs; prepares projections and estimates and monitors account activity to identify and resolve discrepancies; provides oversight and technical guidance to district staff to ensure income/expenditures are accurately reported to fiscal services.

DIRECTLY RESPONSIBLE TO: Manager, Fiscal Services *Program Administrator, as assigned*

SUPERVISION OVER: N/A

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

1. Performs technical calculations and analyses to prepare income/expenditure estimates and budget projections for assigned budgets and/or programs.
2. Prepares and verifies financial reports for district staff, Board of Education, state, federal and other outside agencies.
3. Monitors assigned budgets and/or programs transactions to ensure revenues and expenditures are processed accurately in the general ledger and resolves discrepancies.
4. Reconciles revenues and expenditures and analyzes data to determine the source of the error(s) to identify and resolve discrepancies.
5. Receives, reviews, and processes budget documents such as budget revisions, expenditure transfers, journal entries, and cash transfers.
6. Collaborates with other district departments to reconcile position control and ensure all district authorized positions are accurately reflected within district budgets and the position control system.
7. Assists with preparing annual and interim budgets, year-end closing process, and independent audits.
8. Provides technical guidance and oversight for assigned areas of responsibility to assist district staff at the site/program/department level.
9. Collaborates and confers with district managers and staff to assist with preparing, revising and clarifying budgets and resolving related issues.
10. Escalates higher-level technical questions and issues to appropriate fiscal services personnel for resolution as needed.
11. Assists with the development of department-related training materials, procedure manuals and handbooks and may assist with in-service trainings.
12. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Any combination of training, education, and/or experience equivalent to graduating with a two-year degree from an accredited college or university with major course work in accounting and finance or a related field. Accounting and budget experience in a school district or government agency is desired.

Knowledge, Skills, and Abilities:

- Knowledge of generally accepted accounting principles, including California school district budgeting and accounting.
- Knowledge of district objectives, operations and policies applicable to the fiscal services department.
- Knowledge of interpersonal skills using tact, patience and courtesy.
- Knowledge and skill in use of computers and assorted software programs.
- Knowledge of modern office practices and procedures, including filing systems.
- Knowledge of procedures and practices required in research, data collection, statistical computation and reports.
- Knowledge of preparation of reports and financial documentation.
- Ability to understand and follow verbal and written instruction.
- Ability to learn, interpret, explain and apply applicable federal, state, and local laws, regulations, rules, codes, policies and procedures.
- Ability to analyze and interpret fiscal data, draw logical conclusions and prepare clear and concise reports.
- Ability to work independently, with minimum direction and make decisions within the framework of established guidelines.
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work.
- Ability to establish priorities and meet deadlines.
- Ability to perform research, compiling information from a variety of sources.
- Ability to make mathematic computations quickly and accurately.
- Ability to communicate effectively both verbally and in writing with all levels of district staff and the community.
- Ability to explain procedures clearly and accurately to district personnel.
- Ability to perform clerical tasks with maximum efficiency and accuracy.
- Ability to remain calm in stressful situations.
- Ability to work effectively with all levels of district staff and the community.
- Ability to maintain consistent, punctual and regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff

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

- Communicate to exchange information both in person, in small groups, and/or on the telephone.
- Inspect documents and other written materials with fine print.
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time.
- Operate office equipment requiring repetitive hand movement and fine coordination.

Other Characteristics:

- Ability to work additional hours and weekends on occasion

Budget Technician
Page 3 of 3

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

Board Approved: 5/11/2010
Revised: 2/13/2019
Revised: 11/22/2023 (Directly Responsible altered)



JOB DESCRIPTION

Position Code: PROC SPEC

Bargaining Group: CSGE

Salary Range: 35

Work Calendar: 1

Page 1 of 3

POSITION TITLE: ~~Procurement Specialist (Construction/Bond Program)~~ **Facilities Procurement Contract Specialist**

DEFINITION: Under general supervision, responsible for the procurement of goods and services to meet the needs of the district in accordance with applicable laws, regulations, and District policies for both public works projects and general procurement; maintains vendor relations and analyzes product sources, quality, price, and availability.

DIRECTLY RESPONSIBLE TO: ~~Business Operations Supervisor, Facilities, Maintenance and Transportation Coordinator, Facilities Accounting & Compliance~~

SUPERVISION OVER: N/A

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

- Adheres to and ensures compliance with policies and procedures set forth by the California Uniform Construction Cost Accounting Act (Public Contract Code Section 22000).
- Purchases supplies, equipment, and services per specifications of district or departmental projects in accordance with established district policies.
- Reviews bids and price quotes received to ensure vendor compliance with bid requirements and restrictions.
- Obtains ~~pricing via telephone, letter, quotation, bid, and/or request for proposal (RFP) processes~~ **documents from vendors for procurement processing.**
- May review pricing, conditions of delivery, etc. with vendors as necessary or appropriate.
- Contacts vendors to resolve issues, discrepancies, or errors pertaining to ~~purchase orders made~~ **public work procurement document.**
- Communicates with vendors regarding current/updated prices, shipping and delivery information, new merchandise availability, and to determine new sources of supply.
- Reviews applicable procurement method based upon project scope.
- Reviews required documentation received for agreement to purchasing requirements for accuracy and completeness in accordance with applicable state laws, regulations, and codes.
- Investigates complaints regarding damaged or substandard materials and prepares appropriate forms to return unsatisfactory items.
- Enters fixed-asset information into district financial system.
- May perform year-end accounting procedures in accordance with GASB (Governmental Accounting Standards Board) accounting principles.
- Performs budget review of object codes and checks appropriate signature(s) for approvals.
- Coordinates legal approval of contracts (i.e. piggybacks, leases, etc.).
- Prepares and maintains a variety of logs, records, files, etc., relating to district purchasing, purchase orders, requisitions, **piggyback, insurance, and leases.**
- Compiles bid recaps and other related documentation in preparation for submittal for periodic Board of Education reports.
- Performs related work as required.
- **Creates procurement documents/contracts for public work projects as needed**

- **Supports the Facilities department employees with creating and collecting procurement documents for public works projects.**
- **Performs bid walks as needed.**
- **Supports in Request for Personnel processes.**
- **Supports in the disposal and surplus of furniture.**
- **Procures products for maintenance and operations, transportation and construction.**
- **Partners with vendors, to help the facilities departments to be able to procure products efficiently (i.e. The Home Depot credit card program, Sam's Club program).**
- **Represents the Facilities Accounting & Compliance Department with respect to procurement and contract administration with outside groups and organizations.**
- **Serve as a purchasing liaison with Facilities departments and consultants regarding procurement contracts/documents in ongoing projects.**
- **Helps with the pre-qualifications and CUPCCA List.**
- **Administers on-going contracts to ensure consistency with terms and conditions of the contract.**
- **Coordinates with Coordinator, Facilities Accounting and Compliance regarding compliance concerns.**
- **Performs related work as required.**

QUALIFICATIONS:

Education and Experience:

Minimum of three years general or public works purchasing and/or buyer experience preferred; relevant training, experience, or education from an accredited college or university may be substituted for the required experience.

Licenses and Certifications:

- Valid California Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license
- Must comply with Conflict of Interest Financial Disclosure laws annually

Knowledge, Skills, and Abilities:

- Knowledge and skill in use of computers and assorted software programs
- Knowledge of public works terminology found within Labor Code Section 1720
- Knowledge of purchasing principles, procedures, codes, and terminology set forth by the California Uniform Construction Cost Accounting Act
- Knowledge of alternative construction project delivery methods commonly used by school districts and applicable legislative guidance
- Knowledge of the methods of invoicing, including discounts and taxes
- Knowledge of sources of supplies, commodity markets, and marketing processes
- Knowledge of federal and/or state laws, rules, and regulations affecting the purchasing operation of the district
- Knowledge of GASB accounting principles
- Ability to develop and maintain records and files of transactions
- Ability to work effectively with all levels of district staff and external vendors
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with all levels of district staff and vendors
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to operate a ten-key calculator and standard office machines

- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Drive a vehicle to conduct work

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

- Communicate to exchange information in person, small groups, and/or on the telephone.
- Inspect documents and other written materials with fine print.
- Operate office equipment requiring repetitive hand movement and fine coordination.
- Inspect and detect defects or malfunctions of purchased items.

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

Board Approved: 2/13/2018

Revised: 2/13/2024 (Title updated: Facilities Procurement Contract Specialist,
duties updated)



JOB DESCRIPTION

Position Code: 495

Classified Group: Confidential

Salary Range: C-31

Work Calendar: 001

Page 1 of 3

POSITION TITLE: Legal Analyst

DEFINITION: Under general direction, provides paralegal and legal analytical support to the General Counsel; performs difficult and complex paralegal duties that require independent judgment and analysis.

DIRECTLY RESPONSIBLE TO: General Counsel

EXAMPLES OF DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed nor do all of the listed examples include all tasks that may be found in positions of this class.)

1. Prepares legal opinions, memoranda and provides quasi-legal and research services upon request of the General Counsel.
2. Attends meetings, conferences and professional training sessions as directed, participates in and/or conducts in-services for District officers and employees.
3. Reviews and assists in negotiation of contracts and memorandums of understanding legal documents, leases, memorandums of understanding and contracts as directed.
4. Prepares and/or assists in the preparation of legal updates to District administrators and Board members, maintains appropriate professional standards of training, competency and ethics.
5. Assists in the review and development of District policies to ensure compliance with applicable laws.
6. Receives Public Records Act requests and responds appropriately and within statutory timelines.
7. Communicates with District employees, school sites and District departments regarding school issues, District policies and procedures and legal opinions of Legal Services.
8. Reviews legal documents for District departments and school sites and, under supervision of General Counsel, advises of appropriate actions.
9. Assists and coordinates subpoenas served on District employees and custodians of record.
10. Coordinates with Risk Management, liability carriers and outside counsel on claims, coverage, indemnification issues and litigated matters.
11. Assists with litigation and complaints filed against the District, including discovery, assembly of exhibits and appendices, preparation of evidence, and tracking documents exchanged with opposition and filed in court.
12. Conducts legal research using both computerized and traditional methods and summarizes findings for General Counsel.
13. Maintains research files, including indexing and summarizing materials; drafts various items that relate to district issues, substantive outlines and other matters.
14. Proofreads, including review of proper legal citation formats.
15. Tracks and reports on any pending legislation and/or case that may affect the District.

16. Provides legal summaries of court decisions that may affect the District.
17. Under supervision of General Counsel, analyzes situations and/or interprets policies and laws and makes recommendations to District administrators concerning legal issues, Board policies, administrative regulations and collective bargaining agreements.
18. Conducts investigations including preparing investigation strategy and plan, interviewing witnesses and preparing final report with analysis, findings, recommendations and conclusion in response to complaints of discrimination, sexual harassment, retaliation, Uniform Complaint Procedure, civil rights violations, student suspension and expulsion matters and other highly confidential personnel, parent and student investigations.
19. Other duties as assigned.

QUALIFICATIONS:

Education and Experience: Any combination of training, education and/or experience equivalent to a bachelor's degree and two years of responsible paralegal experience or experience in a related field.

Knowledge, Skills, and Abilities:

- a) Knowledge of California contract law.
- b) Knowledge of California State Education, Government and Civil Codes, other laws, rules and regulations related to assigned activities.
- c) Knowledge of California judicial procedures.
- d) Knowledge of investigation techniques and procedures, including trauma-informed practices.
- e) Knowledge of legal management practices, such as discovery, document production, depositions, briefing and trial procedures.
- f) Knowledge of personal computer hardware and software, including Word and Excel.
- g) Knowledge of research methods and report writing techniques.
- h) Ability to communicate effectively, both orally and in writing.
- i) Ability to draft and analyze contracts and other legal instruments.
- j) Ability to prepare, present and conduct cases of law and appeals effectively.
- k) Ability to analyze difficult and complex legal problems and apply legal principles and practices.
- l) Ability to establish and maintain cooperative relations with other employees.
- m) Ability to research and prepare written and verbal opinions.
- n) Ability to perform complex legal duties.
- o) Ability to manage conflict and challenge.
- p) Ability to understand and analyze factual and legal issues.
- q) Ability to be familiar with laws, regulations and procedures.
- r) Ability to research, analyze, compile and verify data.
- s) Ability to interpret, apply and explain rules, regulations, policies and procedures.
- t) Ability to understand and follow oral and written instructions.
- u) Ability to work effectively with constant interruptions.
- v) Ability to work confidentially with discretion.
- w) Ability to exercise independent judgment.
- x) Ability to understand, utilize and develop reports from databases.

WORKING CONDITIONS

Work Environment:

- a) Indoor office environment.
- b) Moderate noise.
- c) Frequent interruptions and significant distractions.
- d) May drive a vehicle to conduct work at school sites and other district locations.

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

- a) Inspect documents and other written materials with fine print.
- b) Communicate to exchange information in person, in small groups, and/or on the telephone.
- c) Move about facilities to conduct work, including walking, standing, sitting, or remaining in a stationary position for long periods of time.
- d) Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.
- e) Operate office equipment requiring repetitive hand movement and fine coordination.
- f) Lifting objects and/or files weighing up to 15 pounds.

Licenses and Certificates:

Possession of, or willingness and ability to obtain a valid California Class C Driver's License issued by the California Department of Motor Vehicles within 30 days of hire or before driving equipment/vehicle requiring this license.

Board Approved: 3/14/06

Revised: 6/24/2014

Revised:



JOB DESCRIPTION

Position Code: STATE/FED RS

Classified Group: CSEA

SALARY RANGE 51

Work Calendar: 001

POSITION TITLE: State and Federal Restricted Funds Program Analyst

DEFINITION: Under general direction, and/or in conjunction with the **Director/Program Manager of Title I**, monitors and supports federal, state and local funded budgets, programs, positions, for school sites or departments within the district and applicable grants awarded. Provides guidance and support of fiscal activities associated with federal, state and local funding sources and ensures compliance with applicable federal and state and local laws and regulations. Performs technical program, accounting and budgetary duties of assigned district and site budgets and/or programs; ensures program funds are used in accordance with related guidance and regulations; provides technical guidance to district and site staff to ensure program income/expenditures are accurately reported to fiscal services and reporting agencies. Ensures accurate collection, analysis, and processing of data. Completes schedules, studies, and reports according to established law, codes, regulations, and standards. Performs complex analytical work with minimum supervision.

DIRECTLY RESPONSIBLE TO: Director/ Program Manager of Program

SUPERVISION OVER: N/A

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

1. In conjunction with the **Director/Program Manager**, monitors district state and federal restricted dollars to ensure funds are utilized to support site goals and actions related to unduplicated student groups.
2. Provides technical assistance and budgeting support to site administrators, controllers and school secretaries around supplemental budgets described in School Plans for Student Achievement (SPSA) **and/or grants**.
3. Reviews received site, **program** and district expenditures for accuracy and completeness including the appropriate funding source(s) and offers technical assistance when necessary.
4. Provide support to sites and programs identified for Federal Program Monitoring (FPM.)
5. Collaborates with Human Resources to establish positions, review staffing and master schedules to ensure school-site LCFF and Title I funded **program** personnel is accurate and in compliance with applicable laws, regulations and directives.
6. Participates in **program** meetings to provide training to site principals around the management of supplemental site budgets, effective budgeting strategies and the efficient use of funds.
7. Develops and maintains procedures to meet federal time accounting requirements for all federally funded positions; assists staff in the completion and understanding of complex Time Accounting processes.
8. Works closely with **the Program Director and the** Director of Continuous Improvement to promote equity and increased/improved services for unduplicated students; monitors actions related to school/department budgets, programs and positions.

9. Collaborates with Sacramento County Office of Education (SCOE) and CA Department of Education personnel to increase and build capacity around state and federal programs. Attends regular monthly meetings to remain abreast of changes to regulations.
10. Assists leadership in establishing programs compliant with funding sources, including developing budgets, identifying allowable expenditures and targeted student groups depending on funding source, etc.
11. Assists with ensuring fiscal compliance of applicable federal and state laws, regulations, etc., related to specially funded and categorical programs; maintains accurate and auditable fiscal records.
12. Provides fiscal and monitoring support for specific grants as assigned, including budget narratives, budgeting, reporting, measures and timelines.
13. Collaborates with program staff, to complete Consolidated Application, LEA Plans, and Federal Programs Monitoring, as required.
14. Works with district leadership and OSLA Director to determine LCFF site **program** allocations.
15. Collaborates with principals to determine and monitor **program and** site Title I and LCFF Supplemental budgets including providing costs of supplemental positions. Provide resources to aid principals in managing supplemental site **program** budgets.
16. Interprets and implements Uniform Grant Guidance (UGG) and Education Department General Administrative Regulations (EDGAR) as they relate to federal programs and grants.
17. Calculates and maintains budgets for Non-Public Schools (NPS). Reviews purchase/service agreements and maintains budgets for NPS to verify accuracy of calculations, availability of funds and use of proper budget code(s). Works with consultant to prepare invoices for NPS services in other school districts. (*If necessary*).
18. *Develops and maintains an inventory of equipment acquired with federal, state, and local funds to meet Federal Program Monitoring (FPM) requirements. Ensures purchases/expenditures meeting required thresholds are approved through the proper channels as needed.*
19. *Assists appropriate program oversight in assessing vendors, products, and services with purchasing, leasing, and service agreements in alignment with federal, state, and local regulations. Reviews purchase/service agreements and maintains budgets to verify accuracy of calculations, availability of funds and use of proper budget code(s). Resolves problems and disputes with vendors, products, and services as needed.*
20. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:

Any combination of training, education and/or experience equivalent to graduation from an accredited college or university with major course work in business administration, accounting, financial management, or a closely related field and increasingly responsible experience in a budget/or accounting department of a large organization, preferably in a government agency.

Knowledge, Skills, and Abilities:

- Ability to communicate effectively both verbally and in writing with administrators, staff and the community.
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines.
- Ability to work effectively with all levels of district staff and the community.
- Ability to establish priorities and meet deadlines.

- Ability to maintain consistent, punctual and regular attendance.
- Knowledge of accounting and budgeting principles, procedures and terminology.
- Knowledge and skill in use of computers and assorted software programs.
- Knowledge of interpersonal skills using tact, patience, and courtesy.
- Knowledge of modern office practices and procedures, including filing systems.
- Ability to analyze data accurately and take an effective course of action.
- Ability to understand and follow verbal and written instruction.
- Ability to learn, interpret, explain and apply applicable federal, state and local laws, regulations, rules, codes, policies and procedures.
- Ability to analyze and interpret fiscal data, draw logical conclusions, and prepare clear and concise reports.
- Ability to establish and maintain records and maintain confidentiality of privileged information obtained in the course of work.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff

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

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

Other Characteristics:

- Ability to work additional hours and weekends on occasion.
- Ability to travel locally to attend meetings and other events.

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

Board Approved: 8/25/2021

Revised: 12/14/2021

Revised: 02/13/2024 (action anticipated)



JOB DESCRIPTION

Position Code: 433
Classified Group: SJSA
Salary Range: A-30
Work Calendar: 001
Page 1 of 3

POSITION TITLE: Supervisor, Expanded Learning Programs

DEFINITION: Under direction, plans, develops, coordinates, and supervises expanded learning programs and grants involving administration, staff, parents, students in grades TK-12, regional teams, funding sources and the community within district attendance boundaries.

DIRECTLY RESPONSIBLE TO: *Designated Administrator or Manager Manager, Expanded Learning and Prevention Programs or Program Manager, Early Childhood Education*

SUPERVISION OVER: Classified staff as assigned.

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

1. Collaborates with site administrators, program staff, parent groups, and community leaders and businesses to develop, coordinate, and evaluate program services and resources.
2. Provides technical planning and direction to oversee the implementation and coordination of all expanded learning and grant activities, as assigned.
3. Responsible for supporting, developing, and revising program activity or lesson plans and ensures quality academic support, enrichment activities, and recreational activities for expanded learning programs, as assigned.
4. Supervises, trains, and evaluates the performance of assigned staff and assists with disciplinary actions and meetings as necessary.
5. Identifies and reviews staffing needs, ensuring student to staff ratios are met, with department management and participates in the interview and selection process of candidates.
6. Prepares a variety of reports and maintains accurate records related to assigned staff and areas of responsibility.
7. Responsible for the marketing and promotion of supervised expanded learning programs and district-wide and throughout the surrounding communities of the district.
8. Assists with developing annual program budget estimates and continuously monitors individual program and grant budgets.
9. Performs program assessments and site observations to evaluate the effectiveness of expanded learning programs, grants, and related activities and provides recommendations for process improvements to management.
10. Develops and supervises in-service instruction for staff and volunteers on program objectives and procedures.
11. Conducts program enrollment process.
12. Ensures accurate program attendance reporting.
13. Provides leadership in organizing, coordinating, conducting, and evaluating assigned special events, workshops, conferences, and forums.
14. Collects statistics and related data for program evaluation.
15. Gathers data and researches information for proposals for the creation and coordination of new and revised programs and program plans.
16. Provides information and assists in developing strategies for effective utilization of funding.
17. Schedules and leads staff meetings.

18. Facilitates and leads one-on-one or group meetings with individuals, staff, or community agencies impacted by expanded learning program services.
19. Attends advisory committee, council meetings, and board meetings, as required.
20. Serves as a representative of the assigned regional team on steering committees and attends program related conferences and workshops.
21. Serves as a program liaison to meet with district staff, students, parents, community agencies and partners to convey applicable information, needs, interests, and concerns.
22. May assist management with routine and special projects including compliance reviews.
23. Ensures snack/meal process for expanded learning programs is conducted according to Child Adult Care Food Program requirements including facility reviews, accurate snack delivery tracking reports, submission of monthly claims, staff training, and preparation for administrative reviews.
24. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Graduation from an accredited four-year college or university with major course work preferred in social work, counseling, human services, sociology, psychology, education, or a closely related field. Experience in student/community education, ~~substance abuse prevention~~—expanded learning programs, experience in planning and implementing programs and services for students, staff and families or other related experience which demonstrates the ability to perform the duties of the position may be substituted for up to two years of the required education for a year-for-year basis.

Knowledge, Skills, and Abilities:

- Knowledge of rules, regulations, laws and applicable education code provisions relating to expanded learning programs.
- Knowledge of community resources.
- Experience in enrichment, academic support, and recreation facilitation with children or adolescents.
- Ability to supervise and coordinate multi-site activities.
- Ability to prepare and present oral and written reports, clearly and concisely.
- Ability to give direction and explain procedures and expectations clearly.
- Ability to supervise, evaluate and assess the work of subordinate employees.
- Ability to analyze unfamiliar situations and problems and take appropriate action with tact and diplomacy.
- Ability to establish priorities and deadlines and plan work with only overall objectives defined.
- Ability to establish and maintain effective working relationships with administration, staff, community members and other groups.
- Ability to read and understand state and federal guidelines, program requirements, and written reports.
- Ability to compile and analyze information and prepare reports.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff

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

- Inspect documents and other written materials with fine print.
- Communicate to exchange information both in person, in small groups, and/or on the telephone.
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time.
- Operates office equipment requiring repetitive hand movement and fine coordination.

Other Characteristics:

- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

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

Board Approved: 4/19/2022



JOB DESCRIPTION

Position CodeSUPV-TROP2VM

Classified Group: SJSA

Salary Range: A-32

Work Days:

Page 1 of 3

POSITION TITLE: Supervisor, Transportation Operations II - Vehicle Maintenance

DEFINITION: Under direction, to plan and supervise the maintenance and repair of gas, diesel-powered, and low nox equipment assigned to the Transportation Division; to supervise the maintenance and repair of a large automotive equipment pool; and to do related work as required.

DIRECTLY RESPONSIBLE TO: Director, Transportation Operations or Designee

SUPERVISION OVER: Classified employees as assigned

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

1. Plans and creates work schedules and assignments for equipment mechanics.
2. Determines priority of work to be done.
3. Inspects and reviews work in progress and upon completion, requisitions tools and materials for automotive equipment.
4. Recommends whether automotive equipment should be repaired or replaced.
5. Directs the preparation of cost records.
6. Inspects, diagnoses and repairs mechanical defects in automobiles, carryalls and buses.
7. Supervises the buying and storage of parts and fuel.
8. Provides technical advice regarding the acquisition of major items of equipment.
9. Establishes and executes a program of preventive maintenance.
10. Supervises the layout and the repairs to the garage building and equipment.
11. Diagnoses needs for subordinate training and develops programs to satisfy needs.
12. May represent District at various meetings where consistent with major functions of the job.
13. Answers trouble calls at any time and takes appropriate actions to protect and preserve property.
14. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to graduation from high school and five years of supervisory experience in maintenance and repair of a variety of mechanical equipment.

Licenses and Certifications:

- Possession of, or willingness and ability to obtain a valid California Class B Driver's License **with passenger endorsement** issued by the California Department of Motor Vehicles *within 90 days* of hire or before driving equipment/vehicle requiring this license.

Knowledge, Skills, and Abilities:

- Knowledge of the methods, equipment and practices involved in the maintenance and repair of automotive and other equipment.
- Ability to plan, schedule and carry out preventive maintenance programs; including receiving a satisfactory rating on terminal, as well as 45 day/3,000 mile inspections.
- Ability to manage part inventory effectively and efficiently.
- Ability to monitor budget and purchase orders of vendors and make recommendations when necessary.
- Ability to oversee the storm water program with a satisfactory compliance rating.
- Ability to facilitate monthly safety meetings with maintenance staff.
- Ability to plan, *train*, and supervise the work of others.
- Ability to prepare specifications for equipment and parts.
- Ability to supervise the maintenance of records and the preparation of reports.
- Ability to develop and maintain good organizational and public relations.

Requirements:

- Must have 1/2" drive and lower tools capable of light/medium duty application.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Constant noise
- Drive a vehicle to conduct work

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

- Inspect documents and other written material with fine print.
- Communicate to exchange information in person, in small groups, and/or on the telephone or 2-way radio.
- Operate office equipment requiring repetitive hand movement and fine coordination.
- Move about facilities to conduct work including walking, sitting, stooping, kneeling, crouching, crawling, climbing, standing, reaching with arms and hands, or balancing for long periods of time.
- Sufficient arm strength to maneuver and shift large buses without power steering.
- Lift and/or move equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.

Supervisor, Transportation Operations II- Vehicle
Maintenance Page 3 of 3

Hazards:

- Exposure to fumes, airborne particles, grease, oil or other motor vehicle fluids.

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

Board Approved: June 1972

Revised: 5/23/00 (License and physical characteristics)

5/23/23 (Updated title, knowledge and abilities, license and certificates)

2/13/24 (Updated license)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 02/13/2024

APPROVED: *JR* *YMB*
Joel Ryan CFO

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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

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

January 10, 2024 - January 30, 2024

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
PO24-03467	1/10/2024	Mission Oaks Rec and Park	Sports Program	\$ 125,000.00	412 - Student Support Services
TBD	1/10/2024	Placer Learning Center	Language and Speech Therapy	\$ 199,914.00	101 - Special Education
TBD	1/30/2024	Future Ford	5 Passenger Vans	\$ 346,019.05	211 - Transportation
TBD	1/30/2024	Future Isuzu	Refrigerated Truck	\$ 130,000.00	213 - Nutrition Services

Purchasing Contracts Board Report
Change Orders/Amendments

January 10, 2024 - January 30, 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
PO24-02747	1/16/2024	Kadian	Special Education Services	\$ 102,700.00	\$ -	\$ 73,825.00	\$ 176,525.00	101 - Special Education
PO24-02161	1/30/2024	AllStaff	Special Education Services	\$ 222,000.00	\$ -	\$ 100,000.00	\$ 322,000.00	101 - Special Education
							\$ -	

Service Agreement Change Orders

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

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
305859 VR24-01942	1/21/2024	Orrick, Herrington & Sutcliffe LLP	Additional Legal for K. Johnson New Construction project 055-9512-P1	\$ 50,000.00	\$ 575,000.00	\$ 100,000.00	\$ 725,000.00	216 - Facilities
VR24-04585	1/21/2024	Warren Consulting Engineers Inc.	Additional Civil Engineering design for Oakview Student Safety (fencing & hardcourt) 137-9716-P1 project	\$ 51,238.50		\$ 109,980.00	\$ 161,218.50	216 - Facilities
VR24-04591	1/21/2024	Warren Consulting Engineers Inc.	Additional Civil Engineering design for Northridge Student Safety (fencing & hardcourt) 135-9716-P1 project	\$ 51,508.50		\$ 90,250.00	\$ 141,758.50	216 - Facilities
306500 VR24-01710	1/28/2024	State of California, Dept of Toxic Substance Control	Additional cost for school cleanup for project Arcade New Construction 001-9512-P1	\$ 38,637.81	\$ 82,000.00	\$ 82,086.00	\$ 202,723.81	216 - Facilities

Lease Amendments/Change Orders

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

General Contract Change Orders

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

Purchasing Contracts Board Report
Construction and Public Works Bids and Contracts

January 10, 2024 - January 30, 2024

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

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
26	1/30/2024	TBD	24-213	Kiz Construction Inc.	General contract for sitewide security fencing for Arlington Student Safety project 103-9716-P1	\$ 493,000.00	216 - Facilities
26	1/30/2024	TBD	24-213	Kiz Construction Inc.	General contract for sitewide security fencing for Lichen Student Safety project 159-9716-P1	\$ 685,000.00	216 - Facilities
26	1/30/2024	TBD	24-213	Kiz Construction Inc.	General contract for sitewide security fencing for Kingswood Student Safety project 126-9716-P1	\$ 203,000.00	216 - Facilities
26	1/30/2024	TBD	24-213	Kiz Construction Inc.	General contract for sitewide security fencing for Mesa Verde Student Safety project 210-9716-P1	\$ 671,000.00	216 - Facilities
26	1/30/2024	TBD	24-212	Lamon Construction Co, Inc.	General contract for sitewide security fencing for Del Campo Student Safety project 207-9716-P1	\$ 590,000.00	216 - Facilities
26	1/30/2024	TBD	24-212	Lamon Construction Co, Inc.	General contract for sitewide security fencing for Churchill Student Safety project 064-9716-P1	\$ 557,000.00	216 - Facilities
26	1/30/2024	TBD	24-212	Lamon Construction Co, Inc.	General contract for sitewide security fencing for Will Rogers Student Safety project 060-9716-P1	\$ 505,000.00	216 - Facilities

Other Contracts

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

New Addendum to Master Agreements

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

Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar

January 10, 2024 - January 30, 2024

Fund	Date	Site/ Department	Vendor Name	Description
01	1/22/2024	San Juan Adult Ed	Roseville Dermatology	Externship Agreement for CMA students in SJ Adult Ed Program
01	1/26/2024	Del Campo HS	CHP	Every 15 Minutes Program
01	1/26/2024	Howe Ave	Sierra Nevada Journeys	STEM Family Night

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

**AGENDA ITEM: G-3
MEETING DATE: 02/13/2024**

APPROVED:

JR *YMB*
Joel Ryan CFO

Business and Financial Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Easements/Leases		
Notices of Completion	✓	1
Quarterly Investment Report		
Warrants & Payroll		
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Rodan Builders, Inc.	PO#304230 VR24-01765 Provide all labor, materials, equipment, tools, transportation and incidentals for construction of new concession stand, restroom and ticket booth at Del Campo High School, 4925 Dewey Drive, Fair Oaks, CA 95628, located in the San Juan Unified School District. Vendor: Rodan Builders, Inc.	12/22/2023	12/27/2023
Robert A Bothman Construction	PO#205774 VR24-01905 Provide all labor, materials, equipment, tools, transportation and incidentals for construction of new Track/Field & Soccer/Football Field, Concession Stand, Ticket Booth, Restroom, Tennis Courts, Parking Lot Expansion at Mesa Verde High School, 7501 Carriage Drive, Citrus Heights, CA 95621, located in the San Juan Unified School District. Vendor: Robert A Bothman Construction	1/4/2024	1/8/2024
Landmark Construction, Inc.	PO#006460 VR24-01771 Provide all labor, materials, equipment, tools, transportation and incidentals for new construction full site renovation at Barrett Middle School, 4243 Barrett Road, Carmichael, CA 95608, located in the San Juan Unified School District. Vendor: Landmark Construction, Inc.	1/9/2024	1/11/2024

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

AGENDA ITEM: G-5

MEETING DATE: 02/13/2024

SUBJECT: Surplus Property

CHECK ONE:

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

DEPARTMENT: Business Support Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

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

ATTACHMENT(S):

A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ _____ N/A

Additional Budget: \$ _____ N/A

Funding Source: _____ N/A

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

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

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

Action: _____ N/A

Strategic Plan: _____ N/A

PREPARED BY: Joel Ryan, Chief Financial Officer



APPROVED BY: Melissa Bassanelli, Superintendent of Schools



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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Del Campo	Apple	iMac	Monitor	10018209 / C02R238YGG77	eWaste
District Office	HP	LaserJet 500 M551	Printer	CNCCF7ZONO	eWaste
District Office	HP	Compaq LA2006x	Monitor	CNC244NZ4B	eWaste
District Office	HP		Printer	PHGFB96719	eWaste
Mesa Verde	Vizio		TV	LSAACBCH3756018	eWaste
Mira Loma	HP	Deskjet 960c	Printer	MX14121M3	eWaste
Sunrise Tech Center	HP	ProBook 450 G3	Laptop	5CD6070701 / 10012405	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE41221G9 / 10004450	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE412239N / 10004444	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE4122396 / 10004445	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE412239D / 10004441	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE41221GB / 10004468	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE41221GC / 10004467	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE419164K / 10012556	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE4122390 / 10004466	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE41221G5 / 10004453	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE4161M51 / 20181809	eWaste
Sunrise Tech Center	HP	ProBook 450 G3	Laptop	5CD63224XJ	eWaste
Sunrise Tech Center	HP	Color Laserjet Pro M452dn	Printer	VNB3B20797	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T5N	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T57	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0330JKZ	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T58	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T5F	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T56	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T5L	eWaste
Sunrise Tech Center	HP	Compaq 8000 Elite	Computer	MXL0291T5D	eWaste
Sunrise Tech Center	HP	Laserjet P3015	Printer	VNBCC6G27L	eWaste
Sunrise Tech Center	HP	Laserjet 600 M602	Printer	CNBCD7M1T2	eWaste
Sunrise Tech Center	HP	Laserjet P4015n	Printer	JPDF275017	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035HFQ / 20192126	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD60407BF / 20192127	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD604074D / 20192561	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035FZD / 20192563	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035GR9 / 20192550	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035GS1 / 20192109	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD60406LB / 20192130	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035G4W / 20192113	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035H48 / 20192536	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD60407BJ / 20192120	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035HG2 / 20192110	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD60407BR / 20192131	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035H6G / 20192124	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035H0N / 20192125	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6040749 / 20192547	eWaste
Sunrise Tech Center	HP	Stream 11 Pro G2	Laptop	5CD6035H1W / 20192544	eWaste
Sunrise Tech Center	HP	Chromebook 11 G5	Laptop	5CD737137P / 20216085	eWaste
Sunrise Tech Center	HP	Chromebook 11 G5	Laptop	5CD737134M / 20216059	eWaste
Sunrise Tech Center	HP	Compaq dc7800 SFF	Computer	MXL0020QHL / 20195578	eWaste
Sunrise Tech Center	HP	Compaq dc7900 SFF	Computer	MXL0020QHR	eWaste
Sunrise Tech Center	HP	Compaq dc7800 SFF	Computer	MXL8300024	eWaste
Sunrise Tech Center	HP	Compaq dc7900 SFF	Computer	MXL90306Z8	eWaste
Sunrise Tech Center	HP	ProBook 450 G1	Laptop	2CE41917KD	eWaste

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

AGENDA ITEM: G-6

MEETING DATE: 02/13/2024

SUBJECT: Proposed Name Change for Arcade Fundamental Middle School

CHECK ONE:

DEPARTMENT: Division of Teaching and Learning

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

ACTION REQUESTED:

The superintendent is recommending that the board approve the request to change the name of Arcade Fundamental Middle School to Arcade Middle School.

RATIONALE/BACKGROUND:

As Arcade Fundamental Middle School looks forward to the debut of its modernized campus in the fall of 2024, the community explored potentially removing “Fundamental” from the school’s name. As Arcade Fundamental Middle School moves forward as a Science, Technology, Engineering, Art, and Mathematics (STEAM) program, they have shifted their focus to collaboration, inquiry, and process-based learning.

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

Facilities Committee: 12/05/2023

PREVIOUS STAFF/BOARD ACTION:

Superintendent’s Cabinet: 12/18/2023, 01/16/2024, 02/05/2024

Board of Education: 01/23/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A

Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Kristan Schnepf, Assistant Superintendent, Secondary Education and Programs KS

APPROVED BY: Amy L. Slavensky, Ph. D., Interim Deputy Superintendent, Schools and Student Support AS
Melissa Bassanelli, Superintendent of Schools MBS

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

AGENDA ITEM: G-7

MEETING DATE: 02/13/2024

SUBJECT: Emergency Contracting Resolution

CHECK ONE:

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

DEPARTMENT: Business Support Services

ACTION REQUESTED:

The superintendent is recommending that the board adopt Emergency Contracting Resolution No. 4114 giving authority in the event of an emergency to repair or replace a public facility, take any directly related and immediate action required by such emergency, and procure any necessary equipment, services and supplies for those purposes, without giving notice for bids to let contracts and without prior notice or approval of the governing board of such public agency.

RATIONALE/BACKGROUND:

Public Contract Code Section 22050 "permits school districts in the case of an emergency, pursuant to a four-fifths vote of its governing body, may repair or replace a public facility, take any directly related and immediate action required by that emergency, and procure the necessary equipment, services and supplies for those purposes, without giving notice for bids to let contracts. The governing body, by a four-fifths vote, may delegate, by resolution or ordinance, to the appropriate county administrative officer, city manager, chief engineer or other nonelected agency officer, the authority to order any action pursuant to paragraph (1) of subdivision (a) of PCC 22050."

ATTACHMENT(S):

A: Resolution No. 4114 Emergency Contracting

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

Board of Education: 08/13/2019;01/12/2021;09/28/2021;01/10/2023;08/22/2023;12/12/2023

FISCAL IMPACT:

Current Budget: \$ _____ N/A

Additional Budget: \$ _____ N/A

Funding Source: _____ N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

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

Strategic Plan: N/A

PREPARED BY: Laura Fry, Manager, Business Support Services



APPROVED BY: Joel Ryan, Chief Financial Officer
Melissa Bassanelli, Superintendent of Schools 

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Resolution No. 4114

EMERGENCY CONTRACTING RESOLUTION

WHEREAS, the District has adopted the uniform public construction cost accounting procedures set forth in the Uniform Public Construction Cost Accounting Act set forth at California Public Contact Code Section 22000 et seq.

WHEREAS, pursuant to the Act, if a public entity adopts the uniform public construction cost accounting procedures, per Public Contract Code Section 22050 in the case of an emergency, when any repairs, alterations, work, or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property; such public agency may, in its discretion, delegate to an administrative officer of such public agency the authority to repair or replace a public facility, take any directly related and immediate action required by such emergency, and procure any necessary equipment, services, and supplies for those purposes, without giving notice for bids to let contracts and without prior notice or approval of the governing board of such public agency.

If a person with such authority orders any action specified under this resolution; that person shall report to the governing board, at its next meeting the reasons justifying why the emergency would not permit a delay resulting from a competitive solicitation for bids and why the action was necessary to respond to the emergency. The board shall review the emergency action at every regularly scheduled meeting thereafter until the action is terminated. The action shall be terminated at the earliest possible date that conditions warrant so that the remainder of the emergency action may be completed by giving notice for bids to let contracts.

NOW THEREFORE, BE IT RESOLVED that the governing board of the San Juan Unified School District hereby delegates to the undersigned the authority in case of an emergency to repair or replace a public facility, take any directly related and immediate action required by such emergency, and procure any necessary equipment, services, and supplies for those purposes, without giving notice for bids to let contracts and without prior notice or approval of the governing board of such public agency.

Melissa Bassanelli, Secretary

Amy L. Slavensky, Ph.D., Interim Deputy Superintendent,
Schools and Student Support

Frank Camarda, Chief Operations Officer

Joel Ryan, Chief Financial Officer

February 13, 2024
Date

Ben Avey, Member

Pam Costa, Member

Zima Creason, Member

Saul Hernandez, Member

Tanya Kravchuk, Member

Manuel Perez, Member

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

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

AGENDA ITEM: G-8

MEETING DATE: 02/13/2024

SUBJECT: Signature Authorizations

CHECK ONE:

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

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 4115 Power to Contract on Behalf of District.

RATIONALE/BACKGROUND:

The Education Code requires the Governing Board of Education adopt a resolution authorizing and empowering certain individuals to sign legal documents on behalf of the San Juan Unified School District (SJUSD).

ATTACHMENT(S):

A: Resolution No. 4115 Power to Contract on Behalf of District

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

Board of Education: 08/13/2019; 01/12/21; 09/28/2021; 01/11/2022; 01/10/2023; 08/22/2023; 12/12/2023

FISCAL IMPACT:

Current Budget: \$ _____ N/A _____

Additional Budget: \$ _____ N/A _____

Funding Source: _____ N/A _____

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

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

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

Action: _____ N/A _____

Strategic Plan: _____ N/A _____

PREPARED BY: Joel Ryan, Chief Financial Officer

JR

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

MB

**SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4115**
Power to Contract on Behalf of District

WHEREAS, California Education Code section 35160 authorizes governing boards to initiate and carry on a program, activity, or otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established; and

WHEREAS, the power to enter into contracts for goods or services is vested in the governing board through the Education Code and is an activity within the purposes for which school districts are established; and

WHEREAS, Education Code section 17604 authorizes the governing board, by majority vote, to delegate the power to contract in the name of the school district to its superintendent or to such persons as she may designate, subject to the governing board's approval or ratification evidenced by a motion of said board duly passed and adopted; and

WHEREAS, Education Code section 35035(h) authorizes the superintendent to enter into contracts for and on behalf of the district pursuant to section 17604;

NOW THEREFORE, BE IT RESOLVED AND ORDERED by the Governing Board of the San Juan Unified School District that Melissa Bassanelli, Superintendent of Schools; Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support; Trent Allen, APR, Chief of Staff; Frank Camarda, Chief Operations Officer; Joel Ryan, Chief Financial Officer; Debra Calvin, Ed.D., Assoc. Superintendent, Educational Services; Kristan Schnepf, Asst. Superintendent, Secondary Education and Programs; Rebecca Toto Ed.D., Asst. Superintendent, Human Resources; Amberlee Townsend-Snider, Asst. Superintendent, Elementary Education and Programs; Daniel Thigpen, Executive Director, Labor Relations and Government Affairs; and Peter Skibitzki, Senior Director, Technology, are hereby authorized and empowered to contract in the name of the San Juan Unified School District, and the superintendent is authorized to delegate, in writing, the power to contract to such persons as she shall determine, subject to the provisions of Education Code section 35200; and

BE IT FURTHER RESOLVED AND ORDERED that said power to contract is subject to and conditional upon the Governing Board's approval or ratification evidenced by a motion of the board duly passed and adopted; and

BE IT FURTHER RESOLVED AND ORDERED that the term "contract" as used herein shall be deemed to include change orders to contracts but shall not include transmittal or listing sheets, orders on district funds, payroll sheets or vendor sheets.

IN WITNESS WHEREOF, this resolution was adopted by the Board of Education of the San Juan Unified School District of Sacramento County this 13th day of February 2024.

Melissa Bassanelli, Superintendent and Secretary

Ben Avey, Member

Amy L. Slavensky, Ph.D., Interim Deputy Superintendent,
Schools and Student Support

Pam Costa, Member

Trent Allen, APR, Chief of Staff

Zima Creason, Member

Frank Camarda, Chief Operations Officer

Saul Hernandez, Member

Joel Ryan, Chief Financial Officer

Tanya Kravchuk, Member

Debra Calvin, Ed.D., Associate Supt., Educational Services

Manuel Perez, Member

Kristan Schnepf, Asst. Supt., Secondary Education & Programs

Paula Villescaz, Member

Rebecca Toto, Ed.D., Asst. Supt., Human Resources

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

Amberlee Townsend-Snider, Asst. Supt.,
Elementary Education & Programs

Daniel Thigpen, Executive Director, Labor Relations &
Government Affairs

Peter Skibitzki, Senior Director, Technology

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

AGENDA ITEM: G-9

MEETING DATE: 02/13/2024

SUBJECT: Retiree Salary Schedule

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board approve the Retiree Salary Schedule for the 2023-2024 school year.

RATIONALE/BACKGROUND:

The purpose of the San Juan Unified Retiree Salary Schedule is to create a consistent transparent salary schedule for hiring managers and for the retirees. The district has for many years recruited retirees to fill in as subs and to assist with temporary assignments at all levels. This salary schedule will reduce the inconsistent practices that have occurred over the years.

ATTACHMENT(S):

A: San Juan Unified Retiree Salary Schedule

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Diana Marshall, Interim Director, Human Resources

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

Melissa Bassanelli, Superintendent of Schools

RT
MB



SAN JUAN UNIFIED SCHOOL DISTRICT
San Juan Unified Retiree Salary Schedule
2023 - 2024 School Year

CLASSIFICATION	SALARY RATE
Administrative Temporary Position	
Hourly extra assignment	\$68.75/hour
Certificated Temporary Position	
Guest Teacher (Substitute)	\$225/ full day
Temporary/ Limited Term Assignment- Shall be placed in the same column in which they were placed at time of retirement but shall be limited to step 1	Col 1 46.20/hr Col 2 47.30/hr Col 3 48.29/hr Col 4 48.79/hr Col 5 51.47/hr
Classified Temporary Position	
All classified retirees, when substituting or working in a temporary position in the classification they retired from or any lower classification will be paid at the same step they were on when they retired. Those substituting in a higher classification from when they retired will be paid at Step 1 of the Range of the classification they are filling.	

Board Approved: TBD

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

AGENDA ITEM: G-10

MEETING DATE: 02/13/2024

SUBJECT: Ratification of Curriculum, Standards,
Instructional and Student Services Committee Member

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:

The superintendent is recommending that the board ratify the selection of Kelsey Nelson to serve as a committee member on the Curriculum, Standards, Instructional and Student Services (C&S) Committee.

RATIONALE/BACKGROUND:

Board member Manuel Perez has appointed Kelsey Nelson to serve on the C&S committee through July 2025. Per the committee bylaws, each individual board member shall appoint committee members subject to ratification by a majority vote of the board.

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only: Ongoing:

LCAP/STRATEGIC PLAN:

Goal: N/A

Focus: N/A

Action: N/A

Strategic Plan: N/A

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

:sc

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

AGENDA ITEM: G-11

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Arlington Heights Elementary School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Arlington Heights Elementary School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Arlington Heights Elementary School's campus at 6401 Trenton Way (APN: 229-0172-001), in Citrus Heights, California. The project area spans approximately 590 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage primarily at the center of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins *HWatkins*
Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager *JP*

DATE: January 24, 2024

RE: Arlington Heights Elementary School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237389

Project Information:

The proposed project is located entirely within Arlington Heights Elementary School's campus at 6401 Trenton Way (APN: 229-0172-001), in Citrus Heights, California. The project area spans approximately 590 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage primarily at the center of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Explore with us

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.
Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.

Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)
 Class 14 projects are described in § 15314 as “*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*” The project would take place entirely within Arlington Heights Elementary School’s existing property and would not involve the addition of any new classrooms, nor would it affect the school’s student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juan Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Arlington Heights Elementary School Site Security Project is Categorically Exempt from CEQA documentation.

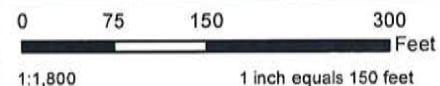
Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 10 ac)

Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237389
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM	
Arlington Heights ES Site Security	

Exhibit
1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Arlington Heights ES Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Arlington Heights Elementary, 6401 Trenton Way, Citrus Heights, CA 95621

Project Location - City: Citrus Heights Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-12

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Del Campo High School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Del Campo High School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Del Campo High School's campus at 4925 Dewey Drive (APNs: 236-0060-008, 236-0060-009, and 236-0060-026), in Fair Oaks, California. The project area spans approximately 1,425 feet of paved, landscaped, recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage towards the northwestern corner and center of campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2024

RE: Del Campo High School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237390

Project Information:

The proposed project is located entirely within Del Campo High School's campus at 4925 Dewey Drive (APNs: 236-0060-008, 236-0060-009, and 236-0060-026), in Fair Oaks, California. The project area spans approximately 1,425 feet of paved, landscaped, recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage towards the northwestern corner and center of campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

**Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)**

Class 14 projects are described in § 15314 as “*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*” The project would take place entirely within Del Campo High School’s existing property and would not involve the addition of any new classrooms, nor would it affect the school’s student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

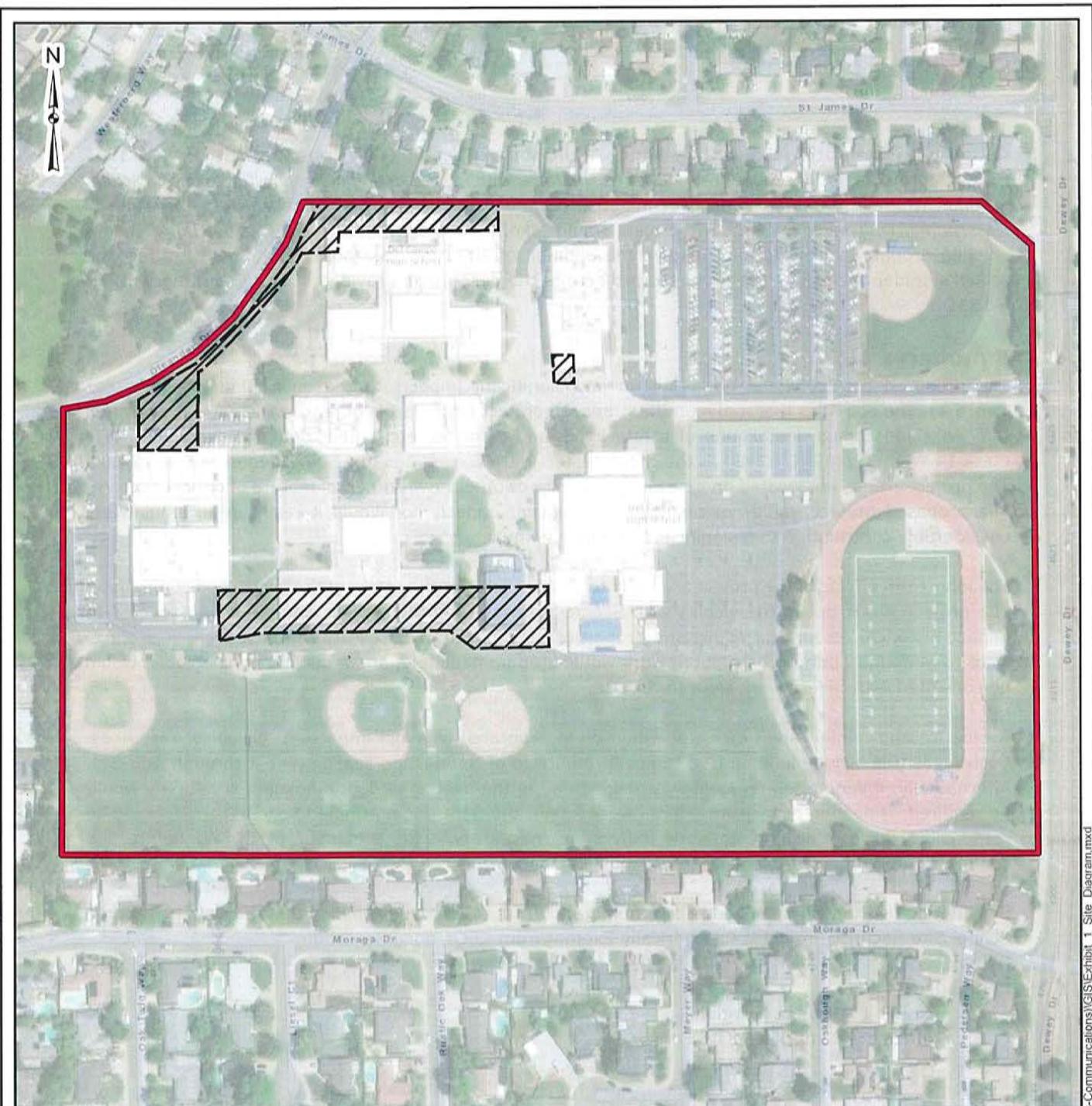
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon’s opinion that the Del Campo High School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form



Legend

Site Boundary (Approx. 42 ac)

Site Improvement Areas



0 125 250 500
Feet
1:3,000 1 inch equals 250 feet

DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237390
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM

Del Campo HS Site Security

Exhibit

1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Del Campo High School Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Del Campo High School, 4925 Dewey Drive, Fair Oaks, CA 95628

Project Location - City: Fair Oaks Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-13

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Howe Avenue Elementary School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Howe Avenue Elementary School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Howe Avenue Elementary School's campus at 2404 Howe Avenue (APNs: 278-0020-003), in Sacramento, California. The project will span paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins *ANW*
Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters *JP*
Program Manager

DATE: January 24, 2024

RE: Howe Avenue Elementary School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237383

Project Information:

The proposed project is located entirely within Howe Avenue Elementary School's campus at 2404 Howe Avenue (APNs: 278-0020-003), in Sacramento, California. The project will span paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA. **Table 1** provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the high school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)



Class 14 projects are described in § 15314 as “*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*” The project would take place entirely within Howe Avenue Elementary School’s existing property and would not involve the addition of any new classrooms, nor would it affect the school’s student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon’s opinion that the Howe Avenue Elementary School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary



0 125 250 500
Feet

1:3,000 1 inch equals 250 feet

DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237383
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM	
Howe Ave ES Site Security	

Exhibit
1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Howe Ave ES Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Howe Avenue Elementary School, 2404 Howe Avenue, Sacramento, CA 95825

Project Location - City: Sacramento Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:
Construction of site fencing and gates along school frontage.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number:

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency
Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-14

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Kingswood K-8 School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Kingswood K-8 School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Kingswood K-8 School's campus at 5700 Primrose Drive (APN: 233-0680-001), in Citrus Heights, California. The project area spans approximately 475 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage towards the southwestern campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2024

RE: Kingswood K-8 School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237388

Project Information:

The proposed project is located entirely within Kingswood K-8 School's campus at 5700 Primrose Drive (APN: 233-0680-001), in Citrus Heights, California. The project area spans approximately 475 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage towards the southwestern campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location.* Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact.* All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect.* A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways.* A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites.* A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources.* A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

**Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)**

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Kingswood K-8 School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Kingswood K-8 School Site Security Project is Categorically Exempt from CEQA documentation.

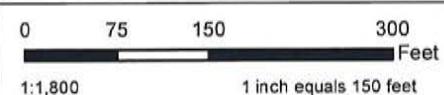
Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 10 ac)

Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237388
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM	
Kingswood K-8 Site Security	

Exhibit

1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Kingswood K-8 Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Kingswood K-8, 5700 Primrose Drive, Citrus Heights, CA 95610

Project Location - City: Citrus Heights Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency
Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-15

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Lichen K-8 School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Lichen K-8 School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Lichen K-8 School's campus at 8319 Lichen Drive (APN: 209-0330-002), in Citrus Heights, California. The project area spans approximately 1,200 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage, primarily adjacent to the northern and eastern campus boundaries. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization 

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

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2023

RE: Lichen K-8 School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237387

Project Information:

The proposed project is located entirely within Lichen K-8 School's campus at 8319 Lichen Drive (APN: 209-0330-002), in Citrus Heights, California. The project area spans approximately 1,200 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage, primarily adjacent to the northern and eastern campus boundaries. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Explore with us

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location.* Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact.* All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect.* A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways.* A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites.* A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources.* A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.



Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Lichen K-8 School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Lichen K-8 School Site Security Project is Categorically Exempt from CEQA documentation.

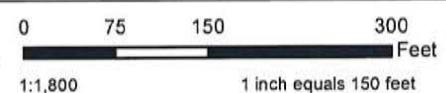
Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 9.3 ac)

\ / Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237387
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM	
Lichen K-8 Site Security	

Exhibit
1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Lichen K-8 Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Lichen K-8, 8319 Lichen Drive, Citrus Heights, CA 95621

Project Location - City: Citrus Heights Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency
Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916)979-8626

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-16

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Mesa Verde High School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Mesa Verde High School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Mesa Verde High School's campus at 7501 Carriage Drive (APN: 204-0220-001), in Citrus Heights, California. The project area spans approximately 1,400 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage towards the northern campus boundary and center of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization 

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

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2024

RE: Mesa Verde High School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237386

Project Information:

The proposed project is located entirely within Mesa Verde High School's campus at 7501 Carriage Drive (APN: 204-0220-001), in Citrus Heights, California. The project area spans approximately 1,400 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage towards the northern campus boundary and center of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Explore with us

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)



Class 14 projects are described in § 15314 as “*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*” The project would take place entirely within Mesa Verde High School’s existing property and would not involve the addition of any new classrooms, nor would it affect the school’s student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

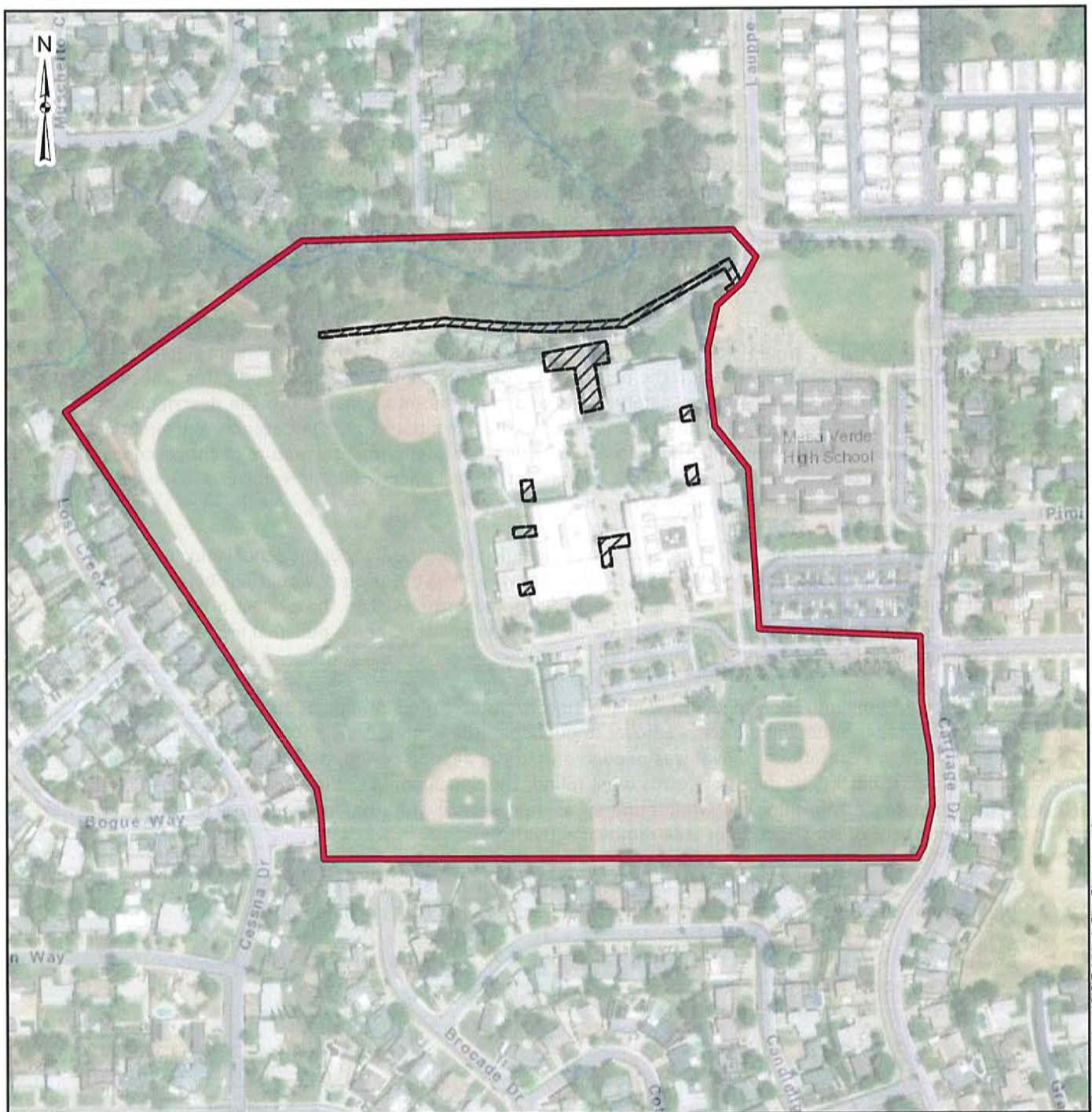
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon’s opinion that the Mesa Verde High School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

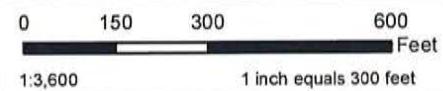
- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form



Legend

Site Boundary (Approx. 37 ac)

Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237386
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM	
Mesa Verde MS Site Security	

Exhibit

1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Mesa Verde HS Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Mesa Verde High School, 7501 Carriage Drive, Citrus Heights, CA 95621

Project Location - City: Citrus Heights Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626
Contact Person: _____

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-17

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Orangevale Open K-8 School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Orangevale Open K-8 School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Orangevale Open K-8 School's campus at 5630 Illinois Avenue (APN: 253-0101-001), in Fair Oaks, California. The project area spans approximately 1,025 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage adjacent to the northern and western campus boundaries. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization

NA

APPROVED BY:

Frank Camarda, Chief Operations Officer

FC

Melissa Bassanelli, Superintendent of Schools

MB

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager Jennifer Peters Program Manager
Terracon Consultants, Inc.

DATE: January 24, 2024

RE: Orangevale Open K-8 School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237380

For:

Project Information:

The proposed project is located entirely within Orangevale Open K-8 School's campus at 5630 Illinois Avenue (APN: 253-0101-001), in Fair Oaks, California. The project area spans approximately 1,025 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage adjacent to the northern and western campus boundaries. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Explore with us

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus</i> sp.); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.



Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location.* Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact.* All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect.* A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways.* A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites.* A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources.* A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.



Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Orangevale K-8 School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

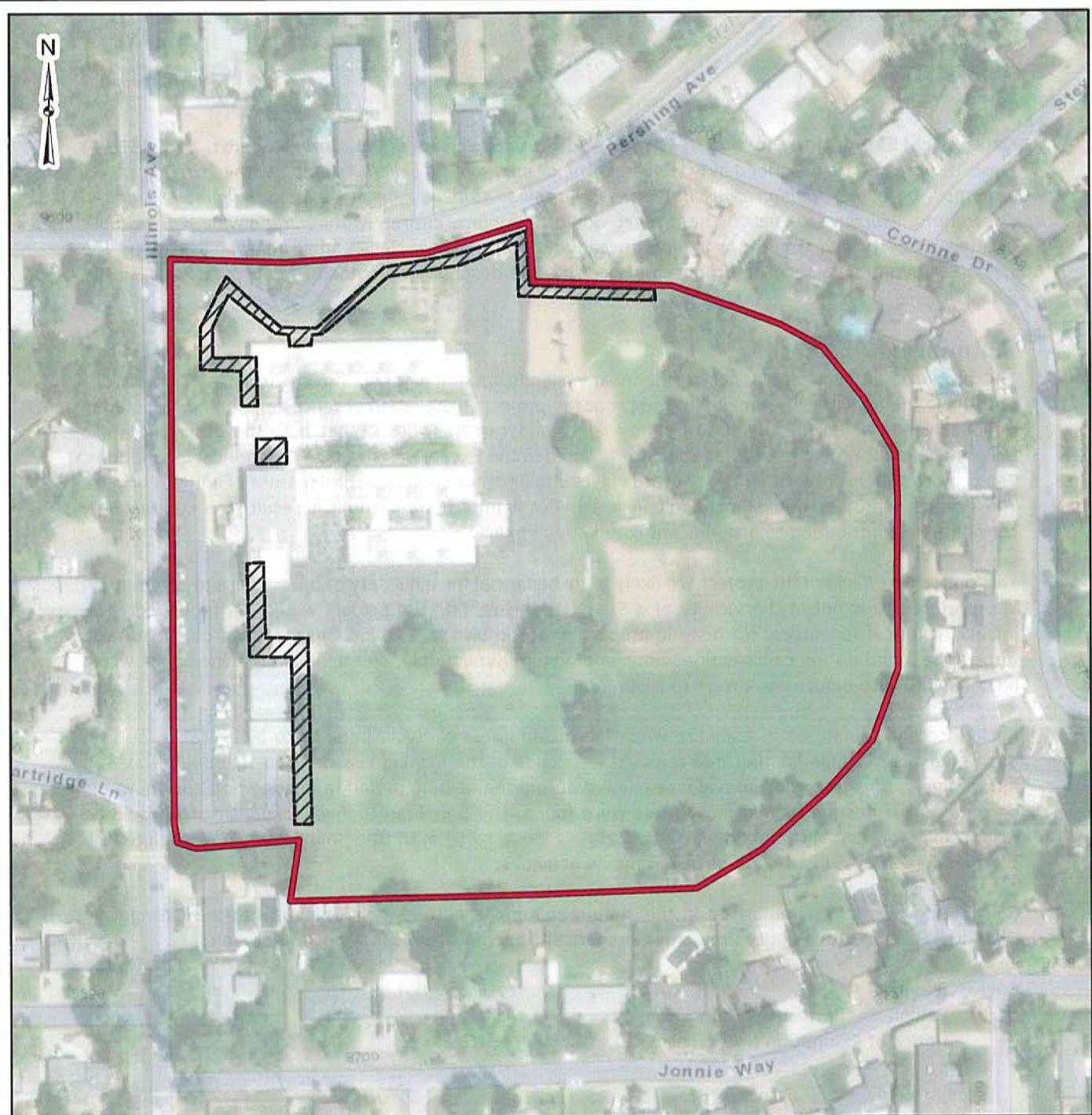
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juan Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Orangevale Open K-8 School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 10 ac)

Site Improvement Areas



0 75 150 300
Feet

1:1,800 1 inch equals 150 feet

DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237380
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

 **Terracon**
Explore with us

50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM

Orangevale Open K-8 Site Security

Exhibit

1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
 P.O. Box 3044, Room 113
 Sacramento, CA 95812-3044

County Clerk
 County of: Sacramento
 600 8th Street
 Sacramento, CA 95814

From: (Public Agency): San Juan United School District
 3738 Walnut Avenue
 Carmichael, CA 95608

(Address)

Project Title: Orangevale Open K-8 Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Orangevale Open K-8 School, 5630 Illinois Ave, Fair Oaks, CA 95628

Project Location - City: Fair Oaks Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency
 Contact Person: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626**If filed by applicant:**

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

 Signed by Lead Agency Signed by ApplicantAuthority cited: Sections 21083 and 21110, Public Resources Code.
 Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-18

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Albert Schweitzer Elementary School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Albert Schweitzer Elementary School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Schweitzer Elementary School's campus at 4350 Glenridge Drive (APN: 247-0060-032), in Carmichael, California. The project area spans approximately 400 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage, primarily towards the southwestern corner of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates throughout the campus boundary. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins *HW*
Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters *JP*
Program Manager

DATE: January 24, 2024

RE: Schweitzer Elementary School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237382

Project Information:

The proposed project is located entirely within Schweitzer Elementary School's campus at 4350 Glenridge Drive (APN: 247-0060-032), in Carmichael, California. The project area spans approximately 400 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage, primarily towards the southwestern corner of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates throughout the campus boundary.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA. **Table 1** provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.

Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.
Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

- (a) *Location.* Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.
- (b) *Cumulative Impact.* All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.
- (c) *Significant Effect.* A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.
- (d) *Scenic Highways.* A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).
- (e) *Hazardous Waste Sites.* A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.
- (f) *Historical Resources.* A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

**Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)**

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Schweitzer Elementary School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

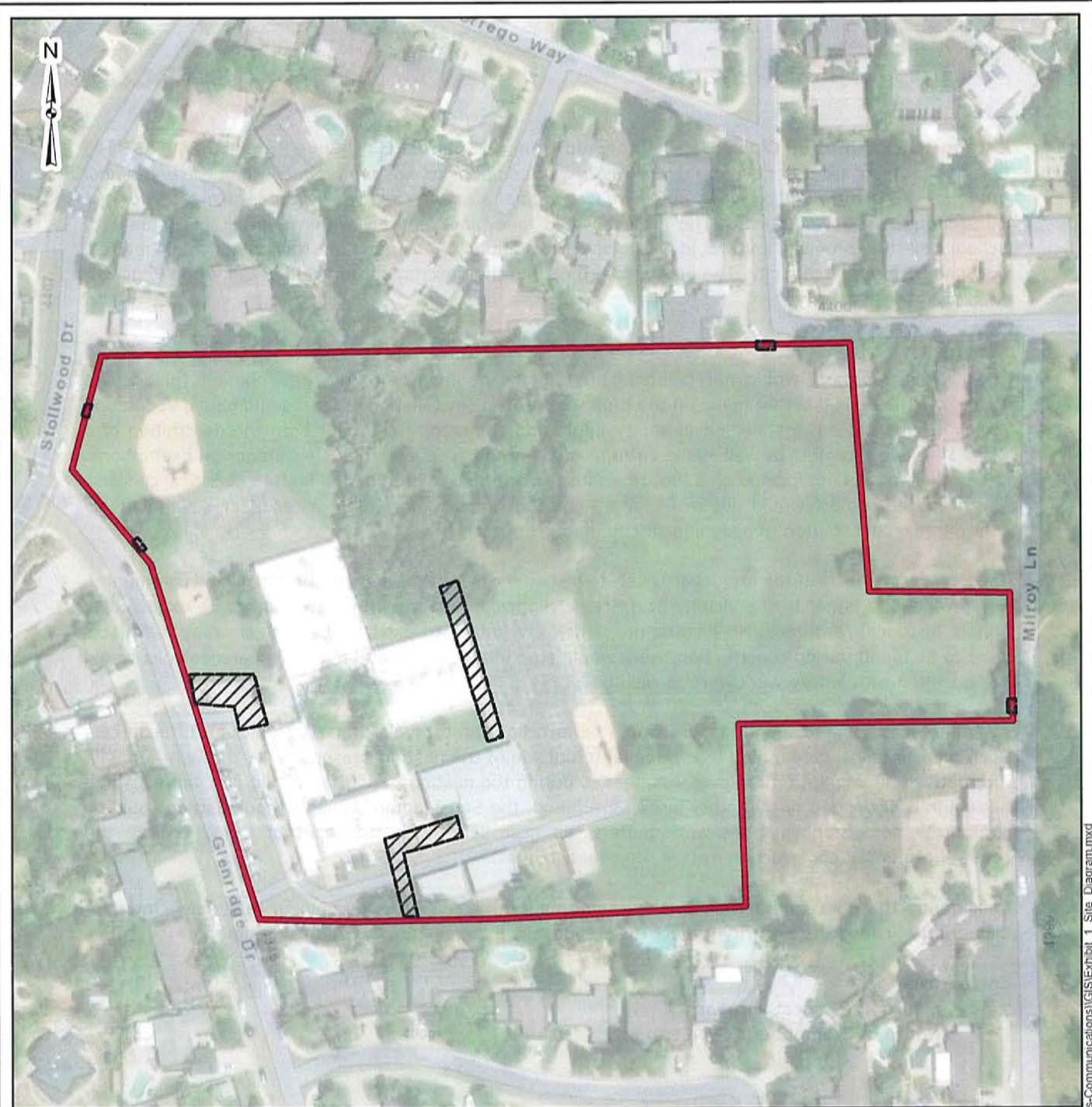
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Schweitzer Elementary School Site Security Project is Categorically Exempt from CEQA documentation.

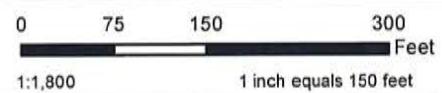
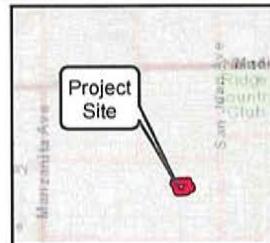
Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 10 ac)

Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237382
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW



50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM

Schweitzer ES Site Security

Exhibit

1

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan United School District
3738 Walnut Avenue
Carmichael, CA 95608

(Address)

Project Title: Schweitzer ES Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Schweitzer Elementary School, 4350 Glenridge Drive, Carmichael, CA 95608

Project Location - City: Carmichael Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Area Code/Telephone/Extension: (916) 979 - 8626
Contact Person: _____

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-19

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Sierra Oaks K-8 School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Sierra Oaks K-8 School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Sierra Oaks K-8 School's campus at 171 Mills Road (APNs: 293-0012-013 & 293-0230-001), in Sacramento, California. The project area spans approximately 930 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage, towards the northwestern corner and eastern campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2024

RE: Sierra Oaks K-8 School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237381

Project Information:

The proposed project is located entirely within Sierra Oaks K-8 School's campus at 171 Mills Road (APNs: 293-0012-013 & 293-0230-001), in Sacramento, California. The project area spans approximately 930 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage, towards the northwestern corner and eastern campus boundary. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus</i> sp.); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location.* Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact.* All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect.* A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways.* A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites.* A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources.* A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.



Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Sierra Oaks K-8 School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juan Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Sierra Oaks K-8 School Site Project is Categorically Exempt from CEQA documentation.

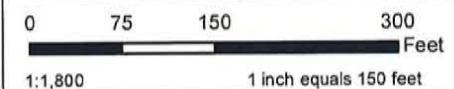
Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 11 ac)

Site Improvement Areas



DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237381
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us
50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM
Sierra Oaks K-8 Site Security

Exhibit
1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
 P.O. Box 3044, Room 113
 Sacramento, CA 95812-3044

County Clerk
 County of: Sacramento
 600 8th Street
 Sacramento, CA 95814

From: (Public Agency): San Juan United School District
 3738 Walnut Avenue
 Carmichael, CA 95608

(Address)

Project Title: Sierra Oaks K-8 Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Sierra Oaks K-8, 171 Mills Rd, Sacramento, CA 95864

Project Location - City: Sacramento Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626
 Contact Person: _____**If filed by applicant:**

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

 Signed by Lead Agency Signed by ApplicantAuthority cited: Sections 21083 and 21110, Public Resources Code.
 Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-20

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Will Rogers Middle School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Will Rogers Middle School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Will Rogers Middle School's campus at 4924 Dewey Drive (APN: 239-0090-010), in Fair Oaks, California. The project area spans approximately 380 feet of paved, landscaped, and recreational areas within the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage towards the southwestern corner of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters Program Manager

DATE: January 24, 2024

RE: Will Rogers Middle School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237385

Project Information:

The proposed project is located entirely within Will Rogers Middle School's campus at 4924 Dewey Drive (APN: 239-0090-010), in Fair Oaks, California. The project area spans approximately 380 feet of paved, landscaped, and recreational areas within the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage towards the southwestern corner of campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.

Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)



Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Will Rodger Middle School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

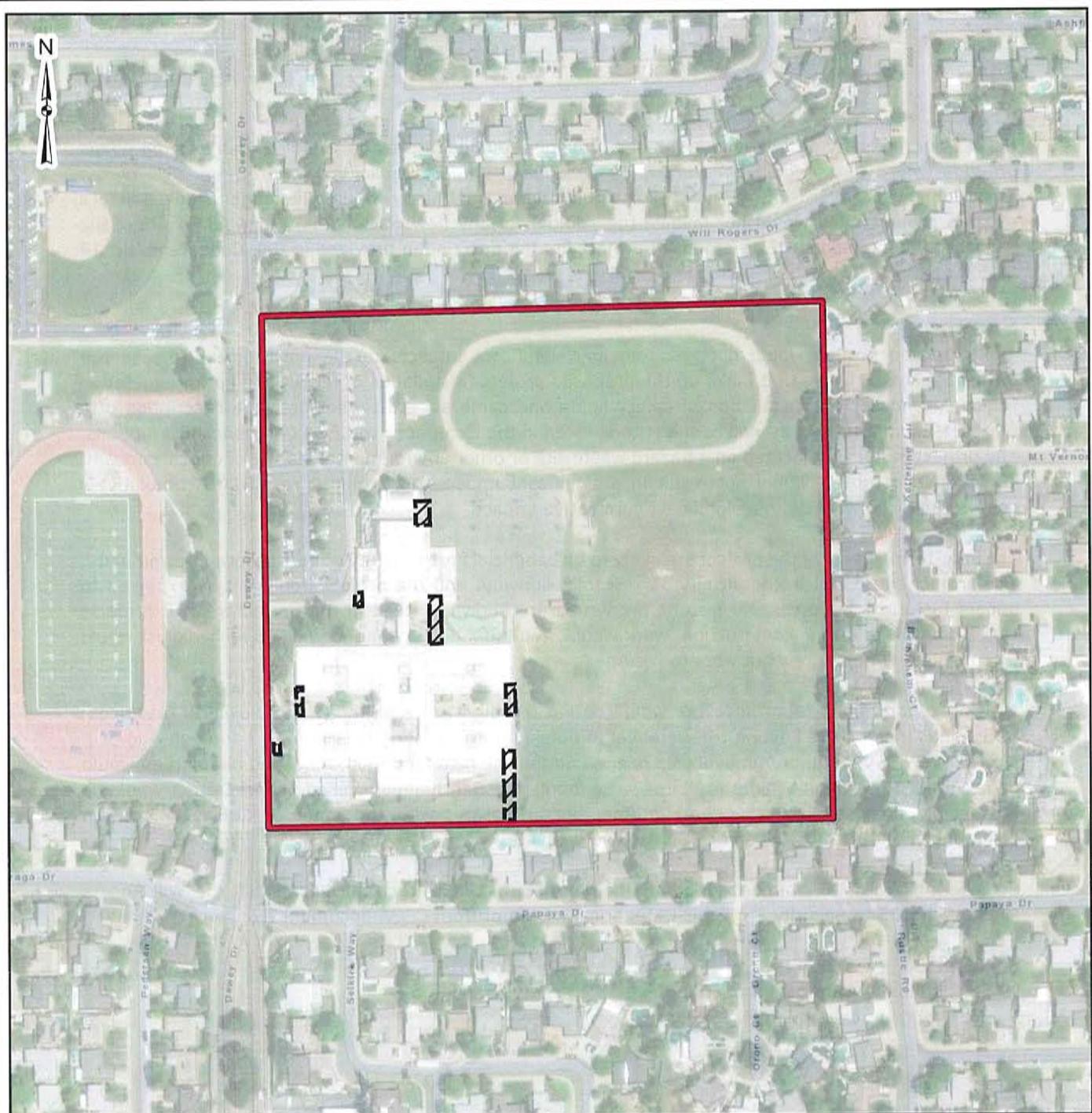
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Will Rogers Middle School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 20 ac)

Site Improvement Areas



0 125 250 500
Feet

1 inch equals 250 feet

DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237385
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

 **Terracon**
Explore with us

50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM

Will Rogers MS Site Security

Exhibit

1

Notice of Exemption**Appendix E**

To: Office of Planning and Research
 P.O. Box 3044, Room 113
 Sacramento, CA 95812-3044

County Clerk
 County of: Sacramento
 600 8th Street
 Sacramento, CA 95814

From: (Public Agency): San Juan United School District
 3738 Walnut Avenue
 Carmichael, CA 95608

(Address)

Project Title: Will Rogers MS Site Security

Project Applicant: San Juan Unified School District

Project Location - Specific:

Will Rogers Middle School, 4924 Dewey Drive, Fair Oaks, CA 95628

Project Location - City: Fair Oaks Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

Construction of site fencing and gates along school frontage, including addition of an accessible egress gate and multiple pedestrian egress and maintenance gates to improve campus security.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: (check one):

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Minor Additions to Schools (Class 14)
- Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Project would not result in a significant environmental impact, is not disqualified by any of the exceptions to CEQA Exemptions, nor would the project result in any additional classrooms or student capacity.

Lead Agency: Joshua Jacobson Area Code/Telephone/Extension: (916) 979-8626
 Contact Person: _____**If filed by applicant:**

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

 Signed by Lead Agency Signed by ApplicantAuthority cited: Sections 21083 and 21110, Public Resources Code.
 Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: G-21

MEETING DATE: 02/13/2024

SUBJECT: CEQA Notice of Exemption for the Winston Churchill Middle School Site Security Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Winston Churchill Middle School Site Security Project.

RATIONALE/BACKGROUND:

The proposed project is located entirely within Winston Churchill Middle School's campus at 4900 Whitney Avenue (APN: 256-0160-003), in Carmichael, California. The project area spans approximately 580 feet of paved, landscaped, and recreational the school's boundaries. The project scope includes the construction of site fencing and gates along the school frontage throughout the campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates. As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

ATTACHMENT(S):

A: Project Description and CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: Bond

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization

NA

APPROVED BY:

Frank Camarda, Chief Operations Officer

FC

Melissa Bassanelli, Superintendent of Schools

MB

Memorandum



TO: Joshua Jacobson
P: (916) 979-8626
E: joshua.jacobson@sanjuan.edu

San Juan Unified School District
6135 Sutter Avenue
Carmichael, California 95608

FROM: Hunter Watkins Project Manager
Terracon Consultants, Inc.

For:
Jennifer Peters
Program Manager

DATE: January 24, 2024

RE: Winston Churchill Middle School Site Security Project
CEQA Categorical Exemption
Terracon Project No: NB237384

Project Information:

The proposed project is located entirely within Winston Churchill Middle School's campus at 4900 Whitney Avenue (APN: 256-0160-003), in Carmichael, California. The project area spans approximately 580 feet of paved, landscaped, and recreational the school's boundaries (**Exhibit 1**). The project scope includes the construction of site fencing and gates along the school frontage throughout the campus. The project will also include the construction and installation of an electronic gate, multiple pedestrian gates, and maintenance gates.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

Legal Setting:

Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from CEQA review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-maintenance projects (that do not involve additional classrooms or student capacity), the proposed project is not expected to result in any significant environmental impacts under CEQA.

Explore with us

Table 1 provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.

Table 1. Abbreviated CEQA Environmental Checklist

Impact Category	Description
Aesthetics	The project would not result in impacts related to scenic vistas, state-listed scenic highways. Any new lighting associated with the proposed project would be consistent with previous conditions and would not result in an impact on Aesthetics.
Agriculture and Forestry Resources	The proposed project would not involve agricultural lands or Prime Farmland.
Air Quality	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP).
Biological Resources	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect an HCP, NCCP, or other sensitive biological resources. The school campus is not expected to contain Elderberry (<i>Sambucus sp.</i>); however, if any are required to be removed, a pre-construction survey would be necessary to ensure Valley Elderberry Longhorn Beetle habitat is not present. Additional project commitments include a pre-construction nesting bird survey or limiting tree removal to outside of the nesting period to avoid non-compliance with the Migratory Bird Treaty Act. If active nests are to be found during a nesting bird survey, no-work buffer areas would be established in consultation with the California Department of Fish and Wildlife (CDFW).
Cultural Resources	The project does not contain known historic properties and is not suspected to contain archeological artifacts. In the event that archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archeologist.
Energy	The proposed project would not result in an impact related to the wasteful or inefficient use of energy.



Geology and Soils	The proposed project would not result in geological impacts. The project construction would take place on existing pavement and would not result in new construction in unsafe soils.
Greenhouse Gas Emissions	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed to reduce greenhouse gas emissions.
Hazards and Hazardous Materials	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
Hydrology and Water Quality	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
Land Use and Planning	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance.
Mineral Resources	The proposed project would not involve Mineral Resources.
Noise	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
Population and Housing	The proposed project would not involve housing or population growth.
Public Services	The proposed project would not negatively affect public services, but instead would improve the school's ability to provide security for their students.
Recreation	The proposed project would not lead to the deterioration of existing recreational facilities, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.

Transportation	The proposed project would not have a significant effect on transportation, because construction would occur outside of the school year when student traffic patterns would not be affected by the work.
Tribal Cultural Resources	The proposed project would not have the capability to impact a listed or eligible resource.
Wildfire	The proposed project does not involve Wildfire Hazards.
Mandatory Findings of Significance	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species. The project would not result in a cumulatively considerable contribution to a cumulative impact.

Exceptions (Cal. Code Regs. tit. 14 § 15300.2)

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

(a) *Location*. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

(b) *Cumulative Impact*. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

(c) *Significant Effect*. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

(d) *Scenic Highways*. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified Environmental Impact Report (EIR).

(e) *Hazardous Waste Sites*. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

(f) *Historical Resources*. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

**Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)**

Class 14 projects are described in § 15314 as "*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*" The project would take place entirely within Winston Churchill Middle School's existing property and would not involve the addition of any new classrooms, nor would it affect the school's student capacity. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

Summary:

The proposed project would not result in any significant impacts to the environment (please see **Table 1**). The activities that make up the proposed project (installation of fences and gates, vegetation removal, landscaping, installation of safety lights and cameras, etc.) meet both the description of a Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental feature of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

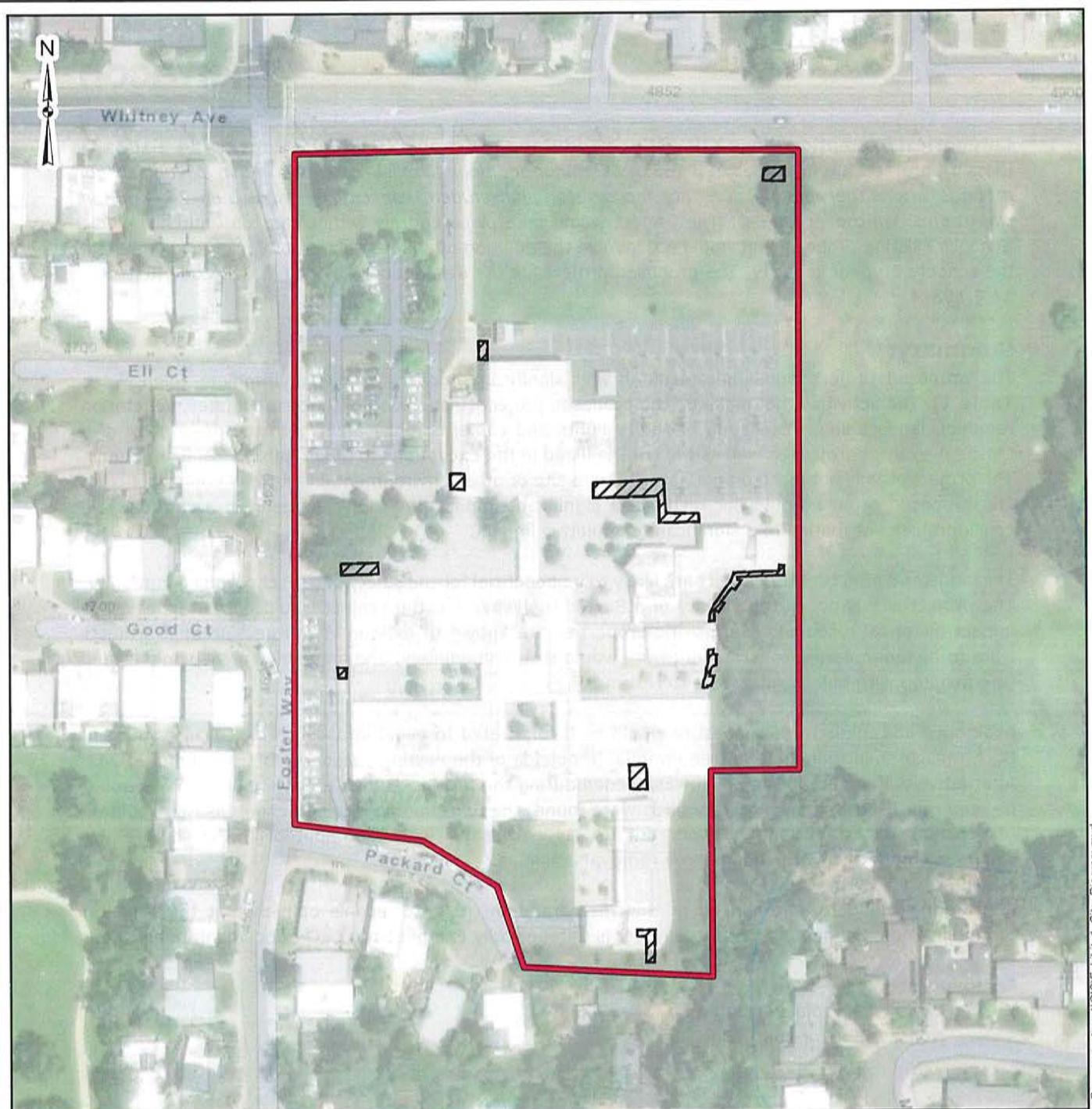
The long-term effects of the project are likely to be beneficial for the safety of the school and community. The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. No historic properties are known to exist in the project area; if artifacts were to be found during construction, work would stop immediately, and a qualified archeologist would be consulted with before work were to resume.

Avoidance and minimization measure would be incorporated to avoid impacts to biological resources. Such measures include limiting tree removal to outside of the nesting season (Feb 1 through Aug 31). Alternatively, if vegetation removal was needed during the nesting period, a nesting bird survey would be required. If nesting or migratory birds were found, the San Juaquin Unified School District would be responsible for establishing no-work buffers, as necessary, with the input of CDFW, before the commencement of construction or tree removal activities.

Considering the data summarized in this memorandum, it is Terracon's opinion that the Winston Churchill Middle School Site Security Project is Categorically Exempt from CEQA documentation.

Enclosures:

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form

**Legend**

Site Boundary (Approx. 9 ac)

Site Improvement Areas



0 75 150 300
Feet

1:1,800 1 inch equals 150 feet

DATA SOURCES:
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB237384
Date:	Jan 2024
Drawn By:	AAG
Reviewed By:	JHW

Terracon
Explore with us

50 Goldenland Ct, Suite 100 Sacramento, CA 95834
PH. (916) 928-4690 terracon.com

SITE DIAGRAM

Winston Churchill MS Site Security

Exhibit

1

Notice of Exemption**Appendix E**

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 3738 Walnut Avenue
 Carmichael, CA 95608
 (Address)

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If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
 Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

AGENDA ITEM: I-1

MEETING DATE: 02/13/2024

SUBJECT: Strategic Planning Update

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Administration

ACTION REQUESTED:

The superintendent recommends that the board receive a report on our district's strategic plan development.

RATIONALE/BACKGROUND:

San Juan Unified is in the process of creating a new strategic plan, which will serve as a roadmap to prioritize efforts and align resources.

The strategic plan development process began in the fall and included a wide-range of voice collection across the district with a variety of students, families, staff and community. From community workshops, virtual and in-person focus groups, and student feedback forums, to lunchtime popups at schools, surveys, and individual interviews--the focus on co-creating a collaborative, student-centered strategic plan has been a driving theme throughout the process.

The Strategic Core Planning team and the Strategic Design team met the last week of January to review the feedback that's been collected and draft the strategic roadmap, which will be shared with our community who will be asked to provide feedback this spring. Based on that feedback, the Strategic Core Planning and Strategic Design teams will then meet again to finalize a draft that will be presented to the Board for review and action in May.

ATTACHMENT(S):

A: Presentation

B: Round 1 Engagement Report & Appendix

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$70,000

Funding Source: Base

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

Current Year Only On-going

PREPARED BY: Amy Rovai Gregory, Director, Family Engagement and Partnership Development

APPROVED BY: Trent Allen, APR, Chief of Staff *TA*

Melissa Bassanelli, Superintendent of Schools *MB*



San Juan Unified
SCHOOL DISTRICT

Strategic Planning Update

February 13, 2024

1

Background



- **Fall 2023** – San Juan Unified School District contracted with CESO Communications (CESO) to facilitate a strategic planning process to envision the work of the district over the next five years
- **Nov. - Dec. 2023** – First phase of comprehensive community engagement, including students, staff, parents and community members

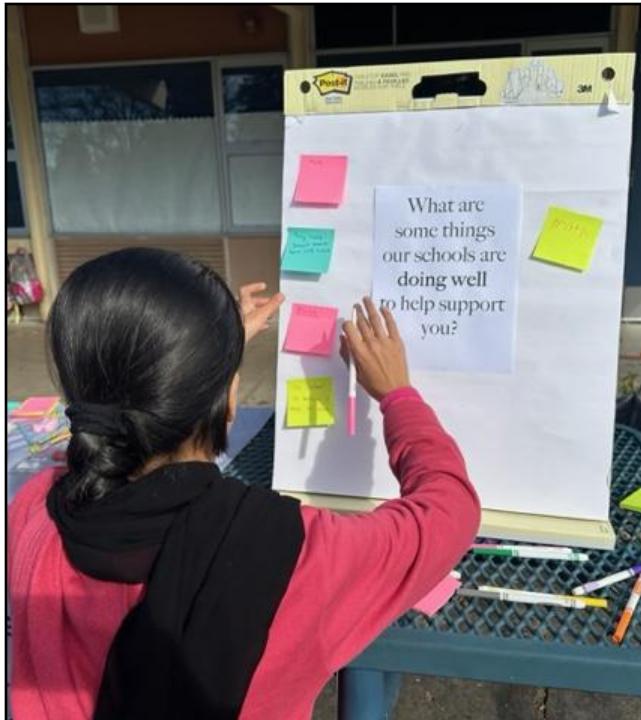


2

Strategic Planning Process



3



Community Engagements

Nov. - Dec. 2023

4

Engagement Process & Activities



- In-Person and Virtual Focus Groups
- Consensus Workshops
 - HS Student Session
 - Open Community Session
- Open Insight Sessions
 - K-8 Lunchtime Pop Ups
 - Hopes & Dreams Site Banners
- Interviews
- Surveys
- ThoughtExchanges



5

Engagement Participants



- Students
- Parents/Families
- Employees
(classified, certificated, administrative)
- Alumni
- School Board
- Community Partners
- Community Members



6

Engagement Focus Question



**What do San Juan
Unified students need
to be PREPARED and
HOPEFUL for
their future?**

7

Key Themes & Findings



- Life Skills
- Communication Skills
- Critical Thinking & Decision-Making
- Interpersonal Skills
- Goal Setting & Self-Advocacy
- College & Career Counseling
- Growth Mindset



8

Additional Findings



- Impact of **changing demographics**, especially newcomer families
- Impact of adoption and integration of the **8-Point Commitment to Educational Justice**
- Importance of a **comprehensive, inclusive and supportive educational environment** that *addresses academic, social and emotional needs* for the success of all students in the district
- Commitment of **students first** and at the center of all decision-making
 - Student Success
 - Family Support
 - Positive and Supportive Climate and Culture

9

Plan Development

Core Planning Team
Design Team

Jan. 29 - Feb. 1



10

Overall Planning Focus

- **Future Focused**

- Planning process focused on the future
- Determine directions and priorities for next five years in San Juan Unified



- **Change and Improvement**

- Strategic planning is inherently a change initiative
- Requires district commitment to moving beyond status quo and continuous improvement

11

Core Planning Team

- **Diverse representation of San Juan Unified community**
- **Activities progressively moved the group forward, culminating in draft Strategic Directions and Priority Actions**



12

Design Team



- Internal team worked to align and refine draft strategic directions for public feedback



13



Next Steps

Community Engagement
Plan Refinement
Plan Adoption

14

Next Steps



FEBRUARY - MARCH

- Community engagement to gather feedback on the draft strategic directions

APRIL

- Reconvening of Core Planning Team and Design Team to review collected feedback and revise the strategic directions for presentation to the school board
- Design Team also reviews draft values, mission and vision statements

MAY

- Members of the Core Planning Team and Design Team present the draft plan, including updated values, mission and vision statements, to the school board for discussion on May 14
- District leaders refine the strategic plan elements as needed and will present to school board for action/adoption on May 28

15



San Juan Unified
SCHOOL DISTRICT

Questions?

16



C ● **e**
S ● **o**

Strategic Planning
Community Engagement Report
San Juan Unified School District

January 22, 2024
prepared by CESO Communications



01 | Background •

In the Fall of 2023, CESO Communications (CESO) contracted with San Juan Unified School District (San Juan Unified) to facilitate a strategic planning process to guide the work of the district over the next five years.

Following initial conversations with the district, as well as a review of the district's previous strategic work, community surveys and additional district data, CESO conducted a comprehensive community engagement process that included students, staff, parents and community members in November and December 2023.

The goal of this initial phase of the strategic planning process was to provide a variety of engagement activities that allowed individuals from across community member groups to share their input. A combination of in-person and virtual engagements was used to solicit insight from community members, which allowed participants to share their thoughts at times and in ways that were most convenient for them. There was also an effort to intentionally include student voices in the process to create a strategic plan that represents the true mission and vision of the school system.

Insights from these engagements have been included in this report. This report, along with other district reports, strategic initiatives and data will inform the work of the Core Planning Team and Design Team when they meet in January and February to develop a draft strategic plan.

02 | Engagement Process & Activities •

In November and December 2023, the district held several in-person and virtual engagements that included personal interviews; focus groups and collaborative workshops with current students, staff, parents/families, alumni and community members; and open input opportunities for students and families. An online conversation was also available for all members of the San Juan Unified community to weigh in with their thoughts and insights via ThoughtExchange.

To keep participants focused on the future and not on current topics or concerns, the district set out to answer the following key question:

**What do San Juan Unified students need to be
PREPARED for their next step and HOPEFUL for their future?**

Engagement Formats & Participation

San Juan students, families, staff and community members were invited to participate in a variety of engagements. In-person sessions included focus groups, open insight opportunities, and consensus workshops. Interviews were conducted with school board members, the superintendent and identified community leaders. Virtual conversations included using the district's ThoughtExchange platform, surveys and Zoom-based focus groups.

* An analysis of the insights from all engagements is included later in this report as part of the key themes and findings.

Focus Groups

Several in-person and virtual focus groups were held to gather feedback from staff, parents, and community members. In each session, participants were asked to provide their insights about the current reality for students in San Juan Unified, suggestions for improvement, and ideas for further supporting district students and families.

Consensus Workshops

San Juan students, families, staff and community members were invited to participate in facilitated engagements. Each in-person session was structured as a facilitated consensus workshop, providing opportunity for participants to provide their insights through individual brainstorming as well as small and large group discussions.

* An analysis of the ideas from the consensus workshops is incorporated into the key themes later in this report, with the raw data included in the appendix.

Student Session

The student consensus workshop involved 85 high school students representing all the high schools in the district. Conversations focused on two workshop questions: what do students need to feel prepared and hopeful for their future, and what do students need to feel a sense of belonging in their school.





Open Community Session

Two open community consensus workshops were held for all staff, families and community members. Conversations focused on two questions: what do students need to feel prepared and hopeful for their future, and what do parents/families need to feel welcomed, valued and motivated to be involved in their student's education.



Open Insight Sessions

The district offered several open insight sessions, including pop-up engagements at K-8 sites to get student insights on hopes and dreams as well as suggestions for improvement. In addition, the district posted banners at schools for parents/families to offer their insights.





Interviews

CESO Communications also conducted personal interviews with each member of the San Juan Unified School Board and the Superintendent. Interview questions were similar to the questions asked in other focus groups, with an additional focus on leadership of the district, their hopes for the strategic planning process, and their visions for the future.

In addition, the district identified community leaders for personal interviews. Again, the interviews focused on what the district should focus on in the future to better support students and families, with an additional focus on community and civic partnerships.

Surveys

The district also included surveys for identified audiences to ensure wide representation in the engagement phase. Students in middle school and high school were administered a survey in November 2023. Questions were similar to those of the focus groups, seeking insight on how prepared students feel for life after graduation, what skills they feel they need for adulthood, and ideas about what teachers and staff can do to help them feel more prepared and valued in the district.

In total, 438 students participated, 98% of whom took the survey in English, and a small percentage in Russian. Responses were nearly evenly distributed among grade levels:

- Grade 6 - 10%
- Grade 7 - 15%
- Grade 8 - 15%
- Grade 9 - 18%
- Grade 10 - 17%
- Grades 11 - 14%
- Grade 12 - 11%

The district also surveyed community partners. Again, questions focused on what skills students need for adulthood and how the district can support students and families.

ThoughtExchange

In addition to the engagements outlined above, all members of the San Juan Unified School District community were invited to participate in an **online conversation** via the district's ThoughtExchange platform. The conversation was combined with data gathering for the district's annual LCAP process, focusing on what the district is doing well and what it can do better to support students and families. The exchange was open for participation for six weeks in October and November 2023, and garnered significant input, with more than 600 participants providing nearly 577 thoughts. The majority (94%) of participants in the exchange did so in English. Additional responses were captured in Spanish (2%), Russian (2%) and Persian (1%).



* An analysis of the ideas shared in the ThoughtExchange is incorporated into the key themes later in this report, with a more detailed analysis included in the appendix.

PROCESS

The digital engagement platform ThoughtExchange was used to facilitate the online engagement of San Juan Unified students, staff, parents and community members by providing a virtual environment in which they were able to respond to some brief survey questions and a general prompt question. Participants were also able to rate and respond to the comments of other respondents.

ThoughtExchange operates as both a survey on some baseline questions and an online conversation in which participants generate ideas and feedback and build a sense of consensus on topics. Participation is not only about posting responses but also about sharing reactions, feelings and suggestions about the comments and responses of others.

TIMELINE & COMMUNICATION

The platform was open from October 5 - November 18, 2023. The district shared messaging about the exchange through various channels to invite and encourage participation.

EXCHANGE QUESTION

As for the virtual conversation, participants were asked to engage with the following prompt question:

What are some things our schools are doing well to support students and families, and what are some things our schools should do differently to improve support for students and families?

PARTICIPATION

Of those who participated in the virtual discussion, engagement was strong. The online platform garnered significant input, with over 600 participants providing nearly 600 thoughts.

Participants	Thoughts	Ratings
608	577	15,629
Last activity: 30+ days ago	0.9 thoughts / participant	25.7 ratings / participant

Participation Demographics

While participants could choose more than one affiliation with the district, the exchange included mostly parents/guardians (80%), followed by district staff (17%). A small number of participants identified as community members (2%) and a handful identified as current students. The majority (54%) of parent respondents said they had children at the elementary level, with approximately one-quarter noting association with middle school (26%) or high school (28%).



The racial/ethnic demographics show 61% of respondents identifying as white, 15% as Hispanic or Latino/a/x , 9% noting two or more races, and 5% as African American or Black. Approximately 15% of respondents opted not to identify their race/ethnicity.

Additionally, respondents were asked to identify their relationship with special populations, with 5% noting they had a student with disabilities, 2% each as English learners and/or socioeconomically disadvantaged, and 1% each as homeless and/or foster youth.

Level of Engagement

The exchange also indicated a strong level of engagement, with a ratings ratio of 27. The ratings ratio measures engagement in the exchange topic. A ratings ratio of 15 or higher shows strong engagement.

ADDITIONAL EXCHANGE

An additional ThoughtExchange was conducted with after-school staff, allowing their insights to be included in the research phase of the planning process. Twenty-two staff participated in the exchange, and 25 thoughts were submitted. The majority (71%) of participants identified as Bridges staff, whereas 29% identified with Discovery Club. The vast majority (95%) of participants have worked in the district for more than five years, with the other 5% identifying a district tenure of one to three years.

** An analysis of the ideas shared in the After School Program Staff ThoughtExchange is incorporated into the key themes later in this report, with a more detailed analysis included in the appendix.*

03 | Key Themes & Findings •

In reviewing the feedback from the various engagements, the following themes emerged. As noted above, detailed insights and data from students, staff, parents and community members are included in the Appendix.

Executive Summary

While key themes and topics varied by audience, there were a few areas in which there was common agreement about what San Juan Unified students need to be prepared for their next step and hopeful for their future.

- **Life Skills** – All groups agreed on the importance of students learning practical skills important for adulthood, including financial literacy, time management, budgeting, cooking, setting up a home, etc.
- **Communication Skills** – Effective communication, including both in-person and non-verbal communication, was cited as essential to student success at any stage of life.
- **Critical Thinking and Decision-Making** – The ability to read, analyze, and critically evaluate information to make informed decisions was identified by most audiences as critical to future student success.
- **Interpersonal Skills** – Like communication and critical thinking, the ability to effectively interact, communicate and collaborate with others – encompassing qualities such as active listening, empathy, teamwork, conflict resolution, and building positive relationships – are necessary for students to advance into life after graduation.
- **Goal Setting and Self-Advocacy** – Several groups identified the need for all students to help learn the importance of goal setting, planning and self-advocacy skills.
- **College & Career Counseling** – Engagement participants discussed the current college counseling efforts and strategies for improvement. Many respondents indicated a desire for more counselors, noting the difficulty of students being able to meet with their designated counselor. There were also several discussions across audiences that indicated a desire to add in more career exploration and career counseling, highlighting options outside of going to a four-year college.
- **Growth Mindset** – Whether talking about individual student growth, expansion of instructional delivery, or enhancement of family engagement, all engagement participants stressed the need to continue urging and supporting students to achieve their best.



It should also be noted that in every group, participants held conversations about the changing demographics of the district, with special attention paid to newcomer families. While some communities across the country are experiencing strong opposition to diversity, equity and inclusion efforts, San Juan Unified remains committed to its **8-point Commitment to Educational Justice**, something that does not go unnoticed to students, parents, staff and community members. The key is to ensure that the district can provide concrete actions of this commitment so that it moves beyond words on paper into standard practice across the system.

In addition, all audiences identified the impact of the diversity of the district, often citing it as an asset for learners. But the growing diversity is also cause for concern in San Juan Unified, with many audiences noting concern about how well the district can address the unique needs of students and families.

Overall, the community's feedback emphasizes the importance of a comprehensive, inclusive and supportive educational environment that addresses academic, social and emotional needs for the success of all students in the San Juan Unified School District. Each of the engagements demonstrate a **strong commitment to learning** throughout San Juan Unified, with a genuine **shared passion for the district and the students and families it serves**.

As the district continues this strategic planning process, it will be imperative that discussions focus on planning for the future and determining the direction and mission of the district in the years to come. Fortunately, all engagement participants highlighted the district's history of **putting students first and at the center of all decisions**. Having this as a foundational approach will serve the district well as it plans for the next five years.

- In terms of **student success**, the community places a strong emphasis on essential skills for high school and post-high school achievements.
 - Key skills include effective time management, organizational abilities, communication skills, a proactive mindset, discipline, and perseverance. This holistic approach aims to establish a foundation for academic achievement, personal development, and positive social experiences.
 - The involvement of teachers and staff is deemed crucial in fostering a hopeful and prepared outlook among students.
 - Addressing students' diverse needs, including physical and mental health issues, and offering support during absences contribute to a caring and supportive environment.
 - Furthermore, there is a call for enhanced guidance in life skills, such as practical subjects like cooking and financial literacy.
 - The community advocates for an inclusive and safe school environment that promotes real-world skills through targeted classes and individualized mentorship, contributing to an optimistic atmosphere.



- In addressing the overall **culture and climate**, the community identifies measures to improve inclusivity, eliminate discrimination, and create a positive environment. Strategies include addressing inappropriate behavior and promoting diversity.
 - Collaborative efforts, effective communication, and a proactive approach are highlighted as essential components for fostering a positive and inclusive school culture.
 - The parent and family data accentuate the diverse perspectives within the community.
 - Parents emphasize the importance of preparing students with essential life skills and fostering hope by providing real-world connections to learning.
 - Academic concerns include the need for more staff, better pay, and smaller group sizes to meet diverse student needs.
 - Additionally, there are calls for improved social-emotional support during transitions and increased communication between teachers and parents. Parents of Special Education students stress the unique challenges their children face, emphasizing the importance of real-world connections and experiential learning.

Key Themes by Audience

STUDENTS

San Juan Unified students had much to share when asked about being prepared for high school and beyond.

Success in High School

To be successful in high school, San Juan Unified students identified a combination of essential skills. Collectively, these skills create a foundation for success in high school, encompassing academic achievement, personal development, and a positive social experience.

Categorically, the following are the prioritized skills students feel they need to excel academically and socially in high school:

- **Time Management and Good Study Habits** – Strong study habits, including effective time management and the ability to focus, are crucial for preparing for exams and maintaining good grades.
- **Effective Communication** – Good communication skills, both with teachers and peers, contribute to a positive learning environment.
- **Organization and planning** – Organizational skills play a significant role in ensuring that assignments are completed on time and tasks are prioritized.
- **Growth Mindset** – Having a proactive and disciplined mindset, along with perseverance, focus and concentration, is vital for overcoming challenges and staying



on track. Students also cited attributes such as self-discipline, motivation, responsibility and accountability as critical to success in high school.

- **Problem-solving** – Being able to approach challenges with a willingness and ability to work through struggles and solve problems, both individually and collaboratively with others, is needed in high school and beyond.

Success after High School

As for what they need to be prepared for after high school, students identified needing a combination of academic and life skills to be successful. The following represent the skills they considered important for success in various post-high school endeavors, including college, careers and independent living.

- **Time Management** – The ability to manage one's time effectively and balance various responsibilities.
- **Financial Literacy** – Understanding financial concepts, including taxes, budgeting, and managing money.
- **Communication Skills** – Being able to communicate effectively with others, both in writing and verbally.
- **Critical Thinking and Problem-Solving** – Developing the ability to think critically and solve complex problems.
- **Independence** – Being self-reliant and capable of taking care of oneself.
- **Study Skills** – Learning how to study effectively to succeed in college or career-related pursuits.
- **Social Skills** – Building positive relationships and effectively interacting with others.
- **Planning for the Future** – Setting goals and making plans for further education or career development.
- **Responsibility** – Being accountable for one's actions and fulfilling obligations.
- **Adaptability** – The ability to adapt to new situations and learn new skills as needed.

Role of Teachers and Staff

Teachers and staff can play a crucial role in making students feel hopeful and prepared for the future by addressing various needs and concerns expressed by students. Overall, a combination of understanding, practical education, and mentorship can contribute to students feeling more hopeful and prepared for their future endeavors. The following are suggestions for how teachers and staff can support and help students as they prepare for their future.

- Teach real-world skills such as financial literacy, taxes, and life skills
- Provide career guidance and help students choose suitable career paths
- Be understanding, patient, and respectful towards students
- Offer mentorship and support for academic and personal growth
- Create a positive and inclusive learning environment
- Encourage and motivate students to pursue their goals and aspirations
- Offer guidance on college preparation and scholarship opportunities
- Explain what life will be like after high school and beyond



- Teach time management and study skills
- Provide opportunities for students to explore their interests and passions

In addition, teachers, staff and administrators can improve the culture and climate for all students by implementing a variety of measures. These prioritizations emphasize the immediate need for addressing bullying and promoting inclusivity and diversity, as well as providing mental health support. Students also noted they would like to increase the understanding of teachers and staff about the diversity of needs and learning styles in the district so that they are better able to support the individual needs San Juan Unified students. Additionally, better communication and safety concerns should be prioritized, as well as emotional support, respect, mentorship and motivation.

- Addressing Bullying and Inappropriate Behavior
- Inclusivity and Diversity
- Support for Mental Health
- Better Communication
- Teacher and Staff Attitudes
- Racial and Cultural Sensitivity
- Homework and Academic Support
- Creating Clubs and Activities
- Motivation and Encouragement
- Mentorship and Support

Based on the insights shared, students in San Juan Unified value a positive and supportive school culture. They emphasize the importance of teachers, staff, and administrators being understanding, patient and respectful toward students. Students appreciate the opportunity to work in groups and have a say in certain aspects of their learning environment. Additionally, they express concerns about strict rules, excessive homework, and the impact of such rules on their well-being. The students also highlight the significance of teachers being aware of their diverse backgrounds and providing a welcoming and inclusive environment. Overall, the feedback emphasizes the importance of fostering a positive and supportive school climate that considers the individual needs of each student.

Summary

As such, it is suggested that the district consider several key factors as it plans for San Juan Unified students over the next five to seven years.

- These include a focus on combining academic and emotional competencies, and soft skills for future employment.
- Addressing the issue of bullying is crucial, with an emphasis on proper consequences for consistent problems.
- The mental health of students should be a priority, and efforts should be made to check in on students regularly.



- Recognition and support for teachers, along with considerations for curriculum changes, such as adding classes on life skills and financial education, are also frequently mentioned.
- Additionally, students express the importance of a positive and enjoyable learning environment, the need for more AP classes, and improvements to facilities and resources.

It is clear that student well-being, effective teaching methods, and practical life preparation are key concerns that should be taken into account for future planning.

PARENTS & FAMILIES

The parent and family data for San Juan Unified reflect diverse perspectives on the themes of preparation, hope, academics, advice, and climate and culture. While many parents feel their students are academically prepared, concerns arise about social preparedness, especially during school transitions.

- In terms of preparation, parents from different groups emphasize the importance of essential skills such as discipline, perseverance, and financial sense for students to be successful after high school.
- There is a call for strategic thinking, mentorship opportunities, and exposure to various career paths. While some parents feel their students are well-prepared, others express concerns and suggest that the district should focus on developing strategic thinking and offering mentorship opportunities.
- Hope is seen as crucial in light of recent global challenges. Parents suggest that the district can foster hope by providing real-world connections to learning, exposing students to diverse experiences, and offering mentorship opportunities.
- Alumni engagement, strengthening job skills, and clear visions for multiple possibilities are also mentioned.

Needed Skills for Life Success

As for what students need to be prepared for after high school, parents and families identified several themes. The following represent the skills they considered most important for success in whatever path students choose after graduation.

- **Financial Literacy and Time Management** – The need for students to have clear skills in financial literacy and time management, including budgeting and organizational skills.
- **Career Preparation and Life Skills** – Preparing students for various career paths and teaching practical life skills, recognizing that not everyone will attend college.
- **Critical Thinking and Decision-Making** – The ability to read, analyze, and critically evaluate information to make informed decisions.



- **Communication Skills** – Effective communication, including both in-person and non-verbal communication.
- **Emotional Intelligence and Self-Management** – Teaching students how to manage emotions, adapt to challenges, and be aware of factors beyond their immediate environment.
- **Goal Setting and Self-Advocacy** – Encouraging goal setting, planning, and self-advocacy skills.
- **Interpersonal Skills and Positive Relationships** – Developing positive relationships and understanding what makes good friendships.
- **Adaptability and Problem Solving** – The ability to respond and adapt to future challenges and engage in problem-solving.
- **College and Career Readiness** – Preparing students for college and careers, including collaboration, independence, and real-life skills.

Suggested Improvements

As for suggestions to improve San Juan Unified schools, the following themes emerged from the parent and family engagements:

- **Equity and Access to Resources** – Ensuring equity and access to resources for all students, particularly those facing challenges such as diverse backgrounds, difficult family situations, or economic barriers.
- **Exposure and Exploration of Possibilities** – Exposing students to various paths, options, and careers, allowing them to explore and discover what's possible for their future.
- **Early Implementation of AVID Skills** – Implementing AVID (Advancement Via Individual Determination) skills for all students, such as note-taking, studying, and test-taking, at an earlier stage in students' education, possibly starting as early as kindergarten.
- **Community Partnerships** – Expanding community partnerships and involving external groups that can contribute to academic support is a top priority.
- **Flexibility and Adaptation** – The need for flexibility and adaptation in response to the rapidly evolving world, with an emphasis on embracing change and not blaming others.
- **Empowering Students for Change** – Empowering students to contribute to change and positively impact the world is seen as a core aspect of the mission statement.
- **Diversity and Collaboration** – A strong belief in and commitment to diversity, equity, and inclusion, with an emphasis on celebrating diversity and different cultures.
- **Structural and Systemic Changes for Equity** – Ensuring that the district's efforts result in true structural and systemic changes towards educational justice and equity.
- **Support for Vulnerable Populations** – Better serving populations with high absence rates and low graduation rates by prioritizing support and strategies to address their needs.
- **Teacher Recruitment and Support** – Focusing on recruiting teachers of diverse backgrounds and providing them with opportunities, training, and mentoring to be successful.



- **Elevating Student Voice** – Continuing to listen to students and incorporating their voices into decision-making processes.

In planning for the future, parents suggest addressing violence at school (as they hear reported from their students), strengthening extracurricular activities, considering the impact of AI on education, providing transportation, and offering classes on practical life skills. Additionally, there are calls for more support for special education parents, bilingual personnel, and opportunities for parent connections.

Special Populations

Special Education Families

Parents from Special Education (SpEd) families highlight unique challenges, emphasizing the need for more support and understanding of the individual learning needs of SpEd students. They stress the importance of real-world connections, experiential learning, and a focus on positive values.

In terms of preparation, there is a concern that students with special needs face more barriers and limited options compared to regular education students. Parents express a need for a clearer understanding of growth mindset and resilience, emphasizing the importance of teaching students how to work through struggles.

The theme of hope centers on providing students with real-world connections to learning, guest speakers, and field trips. Academically, there is a call for the district to better meet the needs of special education students, embracing experiential learning, and addressing concerns about program introductions and removals. Concerns about the district's commitment to diversity, equity, and inclusion highlight the need for more representation of disabled students and a focus on educational justice.

Looking ahead, the district is urged to focus on universal design for learning, engage in honest conversations with parents, and provide district-wide leadership for systemic issues. Parents of SpEd students stress the importance of keeping them informed about initiatives and involving them as partners in the educational process.

Newcomer Families

The themes presented in the newcomer parent data highlight the importance of strategic planning for the future, particularly in preparing students for success after high school. The essential skills and attributes emphasized include life skills such as financial literacy, basic car maintenance, and understanding different cultures. Newcomer parents also express a need for clearer communication about learning outcomes and expectations, especially in magnet and immersion programs.

Emotional support during transitions is identified as crucial, along with the suggestion of more field trips and clubs for newcomers to help them feel they belong. The themes also touch on



promoting hope and kindness, addressing academic needs through personalized instruction and tutoring support, and fostering a diverse and inclusive climate.

The district's commitment to diversity, equity, and inclusion is recognized positively with newcomer families. Overall, this parent data reflect a desire for a well-rounded, inclusive and supportive educational environment.

Early Childhood Education Families

Early Childhood Education (ECE) parent responses highlight several key themes. In terms of preparation, parents emphasize the importance of practical skills, financial knowledge, and exposure to different career paths for students to be successful after high school.

The discussion on hope underscores the need for students to feel secure and engaged in activities, with a call for more diverse and accessible extracurricular options. Regarding academics, parents stress the importance of multilingual information access and urge the district to support parents in understanding the various programs and services offered by the district.

The climate and culture in San Juan Unified is generally positive, with a sense of acceptance and diversity. The commitment to diversity, equity and inclusion is acknowledged positively, but there are suggestions for more information dissemination and continued support for multilingual families.

Looking to the future, ECE parents advocate for assessing preschool enrollment requirements, increasing preschool options, addressing transportation challenges, and focusing on equitable distribution of resources. The feedback also stresses the importance of celebrating diverse cultures and providing clarity on program eligibility.

FACULTY & STAFF

Many teachers and staff members in San Juan Unified identified the evolving and diverse needs they are seeing in their students.

Needed Skills for Life Success

As for what students need to be prepared for after high school, faculty and staff identified themes similar to those identified by parents and families. The following represent the skills they considered most important for post-secondary success.

- **Growth Mindset** – Believing that abilities and intelligence can be developed through effort, learning and resilience. Students with a growth mindset are more likely to embrace challenges, persevere through setbacks, and view failures as opportunities for growth.



- **Interpersonal Skills** – The ability to effectively interact, communicate and collaborate with others, encompassing qualities such as active listening, empathy, teamwork, conflict resolution and building positive relationships.
- **Time Management** – Time management is the skill of efficiently organizing and prioritizing tasks to make the most of one's available time. It involves setting goals, creating schedules and avoiding procrastination to ensure productivity and meet deadlines.
- **Financial Literacy** – Knowledge and understanding of financial concepts and practices, such as budgeting, saving, investing, managing debt and making informed financial decisions to achieve financial well-being.
- **Empathy** – Ability to understand and share the feelings, perspectives and experiences of others, which can lead to more compassionate and supportive relationships.
- **Communication Skills** – Being able to convey ideas, thoughts and information effectively to others. This includes verbal communication, non-verbal cues, active listening and adapting communication styles to various situations and audiences.
- **Problem Solving** – Capacity to identify, analyze and find solutions to challenges and complex issues; requiring critical thinking, creativity and a systematic approach to overcoming obstacles.
- **Self-Regulation** – Ability to manage one's emotions, behaviors and impulses in a way that supports personal goals and social harmony.
- **Cultural Awareness** – Recognition and understanding of different cultures, beliefs, customs and perspectives, involving respecting and valuing diversity, promoting inclusivity, and being culturally sensitive in interactions with others.
- **Critical Thinking** – Capacity to analyze, evaluate and synthesize information and ideas systematically.
- **Basic Life Skills** – A range of essential skills fundamental for independence and self-sufficiency, and necessary for daily living, including personal hygiene, meal preparation, household management, and basic financial responsibilities.

These skills collectively contribute to a student's personal and academic success, as well as their ability to navigate various aspects of life effectively. Developing and honing these skills can empower students to thrive in both educational and real-world settings.

Suggested Improvements

As for suggestions to improve San Juan Unified schools, the following themes emerged from the faculty and staff discussions:

- **Equity and Access** – Staff members express concerns about the varying levels of preparedness among students, often linked to disparities in access to opportunities, resources and support at home. There is a call for equity, setting high expectations for all students, eliminating stigmas, and providing comprehensive support to help students make informed decisions for their future.



- **Academic Success** – Staff members emphasize the need for a forward-thinking approach aligned with the district's mission of empowering students to contribute and thrive in a rapidly evolving world. Recommendations include expanding community partnerships, removing barriers to access learning opportunities, implementing early intervention, and fostering high expectations for all students. They also suggest improving accessibility to hybrid/independent study programs, addressing teacher autonomy challenges, and adopting a more systemic and consistent approach to family engagement.
- **Fostering Hope and Excitement** – Suggestions include celebrating all students consistently, prioritizing staff well-being as an example for students, building on students' identities, and incorporating joy and genius into education. There is an emphasis on viewing every child as an intellectual worthy of rich academic experiences, promoting community, teams, connection and play, and ensuring meaningful and relevant learning opportunities.
- **Climate & Culture** – Staff identify the need for systematic professional learning time within the professional day, as well as ongoing reflection on diversity, equity and inclusion efforts. They acknowledge the critical work involved and express their commitment to diversity, equity and inclusion while recognizing the challenges and the importance of supporting this work even in the face of opposition.

Overall, faculty and staff suggest the district focus on making true structural and systemic changes toward educational justice and equity. Specifically, they call for the district to adequately address the needs of populations with high absence and low graduation rates, conduct surveys and engagements to inform systemic changes, examine suspension rates, embrace diversity, consider communities as expert partners, and emphasize accountability for systemic change.

COMMUNITY MEMBERS

The community partner themes revolve around several key areas.

Needed Skills for Life Success

As for what students need to be prepared for after high school, community members identified themes similar to those identified by other audiences. The following represent the skills they considered most important for post-secondary success.

- **Literacy Skills** – Ability to read, write, comprehend and effectively communicate using written language, including not only basic reading and writing but also critical reading, information literacy, and digital literacy in today's technology-driven world.
- **Interpersonal Skills** – People skills or social skills, involving the ability to interact, communicate and build positive relationships with others, encompassing active listening, empathy, effective communication, conflict resolution, teamwork and collaboration.



- **Vocational Partnerships** – Collaborations between the district and businesses or organizations focused on providing students with opportunities for real-world experiences, internships, apprenticeships and career-related education, enhancing their vocational or career development.
- **Life Skills** – A broad range of essential abilities and competencies that individuals need to navigate daily life effectively, including time management, problem-solving, financial literacy, decision-making, goal setting, organization, basic cooking and household management, and other practical skills that contribute to personal independence and well-being.
- **Community Involvement and Partnerships** – Active participation, collaboration and engagement with the local community and external organizations, supporting various initiatives such as community service projects, volunteer opportunities, civic engagement, and mutual support for educational and community goals.

Suggested Improvements

As for suggestions to improve San Juan Unified schools, community partners centered on the the following themes:

- **Equity and Inclusion Implementation** – Community partners noted concerns about the district's actual implementation of diversity, equity and inclusion efforts, with a focus on wanting to see tangible actions and evidence of progress.
- **Transparency in Budget and Resources** – They also noted the need for greater transparency, especially in budget allocation and resource distribution, to ensure fairness and equity across schools.
- **Early Intervention and Learning Support** – Community members advocate more early intervention and support for students, including early testing for learning disabilities and introducing reading at an early age.
- **Community Involvement and Partnerships** – Community members emphasize the importance of community involvement and partnerships, with a focus on building connections and collaborations.
- **Empowerment and Transparency for Teachers** – They also encourage teachers to ask for the resources they need, fostering a culture of transparency and advocating for what they need. Similarly, they encourage teachers to seek and provide mentorship and support among colleagues and students.
- **Community Engagement and Marginalized Voices** – Members want to ensure that district leaders are hearing from all members of the district community, including marginalized populations who may not feel comfortable attending meetings.
- **Adaptation and Flexibility** – Community members encourage the district to be flexible and adaptable in the face of challenges and changes in the world, and the need to adapt resources and strategies accordingly.



Overall, the data highlight the importance of collaboration, transparency and targeted support for diverse student needs as the district plans for the future of San Juan Unified over the next five years.

SCHOOL BOARD

Data from School Board interviews identify a comprehensive approach to preparing students for life after graduation, encompassing academic, practical, social and personal development aspects.

Needed Skills for Life Success

As for what students need to be prepared for after high school, school board members identified themes similar to those identified by other audiences. The following represent the skills they considered most important for post-secondary success.

- **Basic Academic Skills** – This includes proficiency in reading, writing, mathematics and language. These foundational skills are critical for success in further education and the workplace.
- **Critical Thinking** – Developing the ability to think critically, analyze information and solve complex problems is essential for making informed decisions in various life situations.
- **Life Skills** – General life skills, such as personal care, time management, organizational skills, and coping mechanisms, contribute to students' overall independence and well-being.
- **Career and Technical Education (CTE) Skills** – Equipping students with practical skills and knowledge that are directly applicable to the workforce, ensure they are prepared for a variety of job opportunities.
- **Social and Interpersonal Skills** – Board members note that teaching students how to interact positively with people of diverse backgrounds, practicing empathy, communication, teamwork and leadership skills, is essential to success in life.
- **Technology Skills** – Beyond basic keyboarding, students need to be proficient in using technology for research, information gathering and as a tool for their education and future careers.
- **Financial Literacy** – Understanding personal finance, including budgeting, saving, investing, and managing money, is crucial for financial stability and independence.
- **Career Planning and Strategic Thinking** – Board members encourage helping students create a strategic plan for their education and career, ensuring they have clear goals and a sense of direction beyond high school.
- **Access to Resources and Information** – Teaching students how to access necessary resources for employment, education and other needs, including knowing where to seek help or guidance, will serve them well in adulthood.



- **Empathy and Social Awareness** – Fostering qualities like empathy, kindness, and the ability to initiate positive interactions with others contributes to personal and professional success.

Suggested Improvements

As for suggestions to improve San Juan Unified schools, board members centered on the the following themes:

- **Holistic Support** – Board members encourage the district to provide holistic support to students, addressing their social, physical and mental needs, including ensuring students have access to meals and support for their well-being.
- **Clear Goals and Structure** – Board members would like to establish clear educational goals for all students beyond graduation.
- **Communication and Education on Consequences** – Improving communication with students about the consequences of their actions and decisions, with a focus on education rather than discipline will serve students well in adulthood.
- **Access to Advanced Programs** – Several board members would like to see the district offer a variety of advanced programs, including Career Technical Education (CTE) and Advanced Placement (AP) courses, to cater to diverse student interests and needs.
- **Social and Emotional Supports** – They would also like to increase social and emotional support for students to help them succeed academically
- **Partnerships and Resources** – Board members encourage the district to collaborate more with external partners and organizations to provide additional resources and support to students.
- **Access to Information and Resources** – Ensuring students and parents have access to essential information, resources, and wraparound services to support their educational journey is critical to student success.
- **Supporting Families and Caregivers** – Providing support to families and caregivers to meet their needs outside of school, as it directly impacts students' ability to learn.

These themes emphasize the importance of a comprehensive approach to education that includes academic, social, emotional and practical support to prepare students for their next step after graduation.

04 | Next Steps •

Plan Development

On January 29 and 30, a Core Planning Team (CPT) composed of students, staff, parents/families, and community members will convene for two days to review this report and other district data as part of a facilitated workshop. The purpose of the workshop will be to develop draft strategic focus areas that will be part of a larger district strategic plan. Following



this two-day workshop, an internal Design Team (DT) will meet on January 31 and February 1 to review the work of the CPT, and refine the plan as needed so that it aligns with other district initiatives as well as state and federal standards. The Design Team will also explore if updates are needed to the district's mission, vision and values statements.

CESO Communications will present the engagement data report to the School Board on February 13, 2024, along with a recap of the work of the Core Planning Team and Design Team. The purpose of this presentation is to review the key themes and highlights of what was heard during the fall engagements and answer questions from the School Board. No action by the School Board is necessary at this time.

Community Engagement (Round 2)

The draft focus areas will be shared with the community in the spring to gather feedback and identify gaps. The teams will then reconvene following this community engagement period to review the insights collected and make recommendations for changes. The recommendations will be reviewed by the district administration for refinement, from which a more comprehensive strategic roadmap will be developed. Later this spring, members of the CPT and DT will present the new strategic plan to the School Board for review and approval.



APPENDIX

San Juan Unified School District

Strategic Planning Community Engagements Documentation

November-December 2023

As noted in the Engagement Report, the upcoming Core Planning Team should consider key themes and summaries of the different audience engagement activities as it moves into the next phase of the district's strategic planning process. The raw data from the various Round 1 engagements are included in this appendix as evidence for engagement participants of transparency and to ensure all ideas were captured and documented. Additionally, we encourage district leaders to review this data as part of their ongoing improvement efforts to improve the learning experience for all San Juan Unified students.

Consensus Workshops

San Juan students, families, staff and community members were invited to participate in facilitated engagements. Each in-person session was structured as a facilitated consensus workshop, providing an opportunity for participants to provide their insights through individual brainstorming as well as small and large group discussions.

STUDENTS

The student consensus workshop involved 85 high school students representing all the high schools in the district. Conversations focused on two workshop questions – one focused on what students need to feel prepared and hopeful for their future, and the other about what students need to feel a sense of belonging in their school.



To feel PREPARED and HOPEFUL for the future, students need ...

Extra Academic Support	Preparation for Adulthood	Learning Focused on Comprehension	College & Career Readiness	Staff Focused on Meeting Individual Student Needs
As evidenced by ...				
After school learning	Realistic classes – provide lessons that relate to real life (drivers ed., taxes, job skills)	Academic perseverance	Access to college resources (knowledge) <ul style="list-style-type: none"> ● Advertisement on college resources ● Where to find these resources 	Build their identity through the 4 As (Academics, Athletics, Arts & Activities)
Willing and supportive tutors	Internships (partner with the school)	No letter grades – letter grades can make smart kids fail, even though they understand the topic	College and scholarship resources (earlier on)	Be patient with students
Encourage students to procrastinate less and focus on discipline and education	Diverse staff so we can relate to people from different backgrounds	Better education for standardized testing (SAT, ACT)	Knowing all of our options	Priority seating (hearing, sight, etc)
More access to technology	Internships	Better ways to teach	College and Career prep and pathways	More help for E/D students
More down time	More guidance from adults for the future	More interactive staff	More financial aid	Supportive environment <ul style="list-style-type: none"> ● Understanding adults ● Help for struggling students
Tutoring after school / Zoom	Classes to prepare us (taxes, budgeting, etc.)	Encourage all students to do Honors & AP	More opportunities to do things students like – medical training, engineering, etc.	More hands-on experiences and events for students



To feel PREPARED and HOPEFUL for the future, students need ...

Extra Academic Support	Preparation for Adulthood	Learning Focused on Comprehension	College & Career Readiness	Staff Focused on Meeting Individual Student Needs
<i>As evidenced by ...</i>				
Variety of more electives <ul style="list-style-type: none"> • Funner electives • Electives that actually teach us something we like 	Life skill classes	Stray away from standardized tests	More and earlier college prep and help	Better communication about events and sports to students and families
Educational help (tutoring)	Have more classes for future classes		More credit recovery and more AP classes	Improving learning environments for diversity Offer resources to all students
Freshman mentorship – giving them people to look up to as they transition to HS	Learning about life-skills and talking about graduation and future early on		Letting students know about more opportunities	Be more attentive to vaping in schools
Proper school resources, school supplies	More life skills		Helping with college applications and teaching life skills	Promote better health
More elective options	Preparation for adulthood		Inform students about academic opportunities	Give our first day essentials to students
	Financial and credit (credit cards, credit scores) education		Access, promotion and knowledge about financial support (resources)	Provide products for hygiene
	Necessary adult responsibility classes		Prep programs	Student representatives for new students



To feel PREPARED and HOPEFUL for the future, students need ...

Extra Academic Support	Preparation for Adulthood	Learning Focused on Comprehension	College & Career Readiness	Staff Focused on Meeting Individual Student Needs
<i>As evidenced by ...</i>				
	(e.g. financial, business)			
	Basic life skill classes		Easier access to counselors and opportunities to learn about pathways and options	More teaching styles
				Provide help to students in elementary schools with no knowledge of English
				Specialized classes
				Having open bathrooms and more gender inclusive bathrooms instead of the office bathroom
				Give respect to ALL students



To feel WELCOMED, VALUED and BELONGING in San Juan Unified, students need ...

Food Opportunities	Emotional Awareness	Staff Involvement	Opportunities	Culture/Diversity
<i>As evidenced by ...</i>				
Give more food options to allow people to eat (Halal, Kosher, etc.)	Outside emotional and educational support (tutoring, counseling)	More staff in general	More than basic classes and sports	Be welcoming
Healthier, but good food	Mental supports and opportunities for check-ins	More communication	Other sports and elective options	Stay smart
Better quality food	"Breaking down the walls" program implemented more	A non-bullying and diverse staff	Informing younger students of what is to come for HS – make it welcoming	Respect holidays for all religions to promote diversity, including Eid, Diwali, etc.
Chocolate vanilla swirl with cookie crunch	Mental check-ins (every semester)	Campus beautification	Spread information about different clubs so that everyone can join them	More racial diversity in staff
Enough is enough! \$1.99 hot dogs!!	Counseling and staff support	Allowing student input	Bring awareness to ALL sports and clubs to build unity and understanding	Cultural involvement
	Anonymous way for students to address hate towards them	Teachers who care and will help with anything	Encourage student spirit	Educate on all cultures
	Mental health check-ins	Taking bullying and harassment more seriously	More opportunities for everyone to be involved in school events	Culture clubs (BSU, ASU, LSU, etc.)



To feel WELCOMED, VALUED and BELONGING in San Juan Unified, students need ...

Food Opportunities	Emotional Awareness	Staff Involvement	Opportunities	Culture/Diversity
<i>As evidenced by ...</i>				
	Less pressure on students but still encouraging them	Teachers communicate more with students	Encourage extracurriculars and clubs	Having diverse teachers and staff members
	Weekly Groups <ul style="list-style-type: none"> • check-ins • educational advice • snacks • fun conversation 	Better overall campus security	Assemblies and school celebrations unite the student body	Treat others as equals
		Counselors building more relationships with their students	School spirit and excitement	More teachers of different backgrounds and cultures
		Understand students learn at different levels	Clubs and sports	Less racism
		Have staff hear students out	Events	More holidays for different ethnicities (Eid, Diwali, etc.)
		Connections with staff	Collaborative events	More teachers who speak different languages to help students
		Teacher connections with students	More elective classes	Having multicultural clubs
		Teachers who have more patience for students	Field trips	Provide more cultural activities

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To feel WELCOMED, VALUED and BELONGING in San Juan Unified, students need ...

Food Opportunities	Emotional Awareness	Staff Involvement	Opportunities	Culture/Diversity
<i>As evidenced by ...</i>				
		Support from staff and peers	Giving students a voice	
			School participation	

STAFF / FAMILIES / COMMUNITY

Two open community consensus workshops were held, open to all staff, families and community members. Conversations focused on two workshop questions – one focused on what students need to feel prepared and hopeful for their future, and the other about what parents/families need to feel welcomed, valued and motivated to be involved in their student's education.

WORKSHOP #1



To feel PREPARED and HOPEFUL for the future, students need ...					
Preparation for Adulthood (College and Career Readiness)	Equity – every kid getting what they need	Social Emotional Learning	Student involvement and enrichment	Access	Relevant curriculum and instruction
<i>As evidenced by ...</i>					
Real life and practical skills	Knowledge of and access to resources and opportunities	Staff get trained to be more inclusive	Free out of school programs	Technology access at home	Ability to read and comprehend

To feel PREPARED and HOPEFUL for the future, students need ...

Preparation for Adulthood <i>(College and Career Readiness)</i>	Equity – every kid getting what they need	Social Emotional Learning	Student involvement and enrichment	Access	Relevant curriculum and instruction
As evidenced by ...					
Real-life training/classes including financial literacy and job searching	Language supports <ul style="list-style-type: none"> Native language ELD/BIA/SCRA Bilingual teachers 	Support around transitions	Case managers/point person for each student	Access to computers for homework	Strong foundational literacy and math skills/math supports
Education mapping and conversations with kids about the future	Increased disability awareness and accommodations training	Caring people they trust and can talk with	Free clubs, sports, lunch, etc.	Busing – more than just special education & McKinney-Vento	Critical and analytical thinking
Availability of CTE courses	Normalize "SPED" supports for ALL (flexible seating, fidgets, noise canceling, RTII, ESY)	Social emotional supports	Enrichment, athletic, activities, field trips	Technology access	Access to second language for all
Preparation for adulthood (e.g. financial literacy, info about college/career as a requirement)	Welcoming and safe environment	Friendly, accessible, supportive, diverse staff	Tutoring and intervention support		STEAM
Helping kids find their passions (shadowing opportunities, internships, etc.)	Faster and more purchase orders (staff access to needed resources)	Social and emotional support	Before, after, summer school & programs		Personalized learning paths



To feel PREPARED and HOPEFUL for the future, students need ...

Preparation for Adulthood <i>(College and Career Readiness)</i>	Equity – every kid getting what they need	Social Emotional Learning	Student involvement and enrichment	Access	Relevant curriculum and instruction
<i>As evidenced by ...</i>					
	Choice and voice				Services and supports all year (Day 1 to 180)
	Halal food				
	Language support				

To feel WELCOMED, VALUED and MOTIVATED to be involved in their child's education, parents & families need ...

Celebrating all Families	Language Support	Physical and Emotional Safety	Family Engagement	Resources and Access
<i>As evidenced by ...</i>				
Celebrate diversity	Language supports	Friendly, supportive, accessible staff (customer service approach)	Creative ways to involve families	Resources hub



**To feel WELCOMED, VALUED and MOTIVATED to be involved in their child's education,
parents & families need ...**

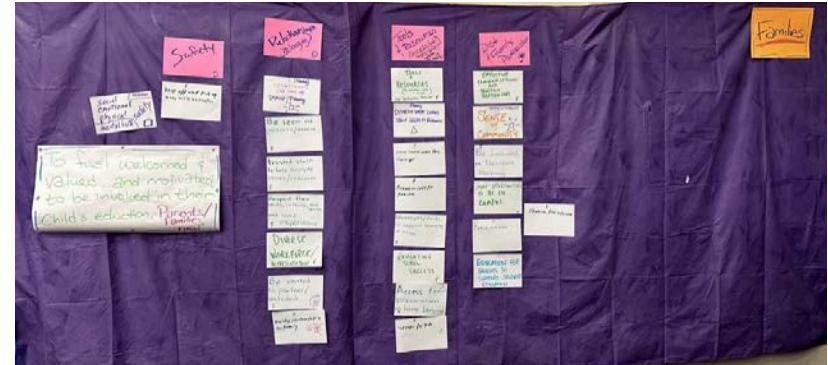
Celebrating all Families	Language Support	Physical and Emotional Safety	Family Engagement	Resources and Access
As evidenced by ...				
Voice and results	More language support (BIAs, Culture Training, Language Training)	Create safe spaces for families	Support navigating and participating in the educational system	Access for opportunities readily available
Scheduled events based on family, not contract	Access to translation	Staff sensitivity to parents and children with disabilities	Family engagement opportunities and activities	Community support at each schools (office, classes, events, programs)
	Reading training like OG since most families have shared disability	Culturally responsive, trauma-informed staff and supports	Have a no-agenda meeting (check-ins)	List specific staff expertises on staff directory
	Language learning for families	Having their needs met	Tracking of documents parents share with the schools	Transportation
	Materials provided in their home language	Culturally responsive schools that can address and prevent racial tensions	Part of decision-making, leadership opportunities	More than just "It's on the website" – expressive, not receptive
	Cultural orientation classes for newcomers	More positive reinforcement	School point person for families ("case manager")	Less barriers to accessing programs (accelerated, alternatives, clubs, activities)

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**To feel WELCOMED, VALUED and MOTIVATED to be involved in their child's education,
parents & families need ...**

Celebrating all Families	Language Support	Physical and Emotional Safety	Family Engagement	Resources and Access
<i>As evidenced by ...</i>				
		Security (fences, traffic, privacy, crosswalks, social media, sidewalks)	Mentor families	Transportation
		Social emotional supports		

WORKSHOP #2





To feel PREPARED and HOPEFUL for the future, students need ...

<i>To feel PREPARED and HOPEFUL for the future, students need ...</i>			
Equitable Access to Resources	Sense of Belonging	Life Skills – explorations for future readiness	Physical, Emotional and Mental Health Safety
<i>As evidenced by ...</i>			
Equal access to all opportunities	Sense of belongingness	Career explorations	Sense of security (physical, emotional, psychologically)
Technology equity	Access to positive role models and mentors	Effective and engaging instruction	More campus monitor programs
Transportation	Social emotional support	Literacy skills and interventions	Safety in schools
Transportation	Trusted and caring adults	Education for parents to support student education	Technology safety support
Resources	Civic engagement / community engagement	Attendance	Mental health support and education
Basic needs met (food, clothing, counseling, wrap around services)	Interpersonal skills with diverse background	Social emotional development	
Constant technology updates	More recesses and exercises for kids		
Equal access to opportunities			



To feel PREPARED and HOPEFUL for the future, students need ...

Equitable Access to Resources	Sense of Belonging	Life Skills – explorations for future readiness	Physical, Emotional and Mental Health Safety
<i>As evidenced by ...</i>			
(accessibility, equity)			

To feel WELCOMED, VALUED and MOTIVATED to be involved in their child's education, parents & families need ...

Safety	Relationships & Belonging	Accessible and Visible Tools & Resources	District and Family Partnerships
<i>As evidenced by ...</i>			
Drop off and pick zone with no traffic	Connectivity for families (district - family)	Tools and resources to manage life and school (transportation, tech, etc.)	Chances for volunteering
social emotional, physical, mental health safety	Be seen as partners and assets	District-wide communication about access to resources	More opportunities to be on campus
	Trusted staff to help navigate issues and concerns	School parent leadership training	Education for parents to support student education
	Respect their skills, culture, background and lived experience	Resources available for families	Effective communications and trusting relationships
	Diverse workforce representation	Strategies and tools to support	Sense of community

C e
S o

**To feel WELCOMED, VALUED and MOTIVATED to be involved in their child's education,
parents & families need ...**

Safety	Relationships & Belonging	Accessible and Visible Tools & Resources	District and Family Partnerships
<i>As evidenced by ...</i>			
		learning at home	
	Be invited to partner, be included	Navigating school success	Be included in decision making
	Healthy relationships in the family	Access to information in home language	Families' voices count
		Laptops for kids	



ThoughtExchange Insights

As noted above, the exchange included over 600 participants, with nearly as many thoughts shared.

Exchange Insights

Overall Themes

Responses in the exchange reflect a wide range of opinions and experiences with the school district. Some clear themes emerged in the ThoughtExchange that was offered to gather insights for both strategic planning and LCAP. When looking at all of the thoughts, the top thoughts (those receiving the most engagement and highest ratings) in the ThoughtExchange suggest that San Juan Unified can better prepare students for their future by:

- **District positives**
 - Respondents praise the district for its efforts to promote diversity and inclusion
 - They also appreciate the district's commitment to providing a safe and supportive environment for students.
- **Suggestions for Improvement**
 - Many respondents highlight the need for more support services, such as school nurses, counselors and social workers.
 - They also would like to see better communication between parents and teachers.
 - Others note the need for more resources, especially access to technology.
 - They would like to see more offerings and access to extracurricular activities, including sports and clubs.
 - Respondents identify the need for adequate funding for programs and initiatives.
 - Additionally, respondents express the need for more safety measures, such as fences and air filters, as well as better enforcement of dress codes and bullying policies.

Highest-rated thoughts

Participants suggested that schools should offer more extracurricular activities such as art, music and computer coding to help students grow and build a strong foundation for their future. They also expressed concerns about the safety and cleanliness of school restrooms, with some parents reporting that their children avoid using them due to the presence of students vaping or smoking. There were calls for more counseling support and intervention, as well as better training for staff in conflict management and dealing with bullying. Participants also highlighted the need for smaller class sizes, more support for teachers, and better services for students with Individualized Education Programs (IEPs). Additionally, they



suggested that meetings for the School Board and Committees should be available for Zoom attendance to ensure equitable participation and that schools should offer more vocational options and healthier meals for students.

Lowest-rated thoughts

Participants expressed a variety of opinions on the current state of their schools. Some parents expressed concern about the introduction of LGBTQIA+ culture and gender ideology in schools, suggesting that these topics are inappropriate for their children. Others criticized the quality of education, particularly for English learners and students with disabilities, and suggested that schools are overemphasizing issues of race and religion at the expense of academics. However, some participants praised the support provided by certain programs and staff members and suggested that schools could improve by allowing religious clubs, teaching life skills, and increasing parent involvement. There were also concerns about school safety, with suggestions for implementing metal detectors and backpack searches.

Common Words

The following word cloud represents the most common words used by respondents in the exchange.





Thought Themes

The responses indicate a mixed perception of the schools' efforts in supporting students and families. Positive feedback includes the provision of a wide variety of academic and professional programs, the presence of supportive teachers, and the implementation of engaging extracurricular activities. However, concerns were raised about the safety of school environments, the quality of school food, and the need for more support services in general education. Respondents also suggested improvements such as increasing teacher motivation through raises and bonuses, improving communication between schools and parents, and creating a less distracting environment by limiting cell phone use. There were also calls for more inclusive and welcoming schools, better support for students with disabilities, and the need for more school nurses.

When categorizing all of the thoughts, five general themes emerged:

1. **Academic Programs** – Thoughts in this category indicate a wide range of opinions on academic programs.
 - Some participants praise the variety of academic and professional programs, stating that they provide different pathways for students.
 - However, others express concern about the focus on esoteric standards rather than evidence-based and project-based learning and life skills.
 - There are also concerns about the lack of support for students with special needs, including those with IEPs and 504 plans.
 - Some participants suggest the need for more resources such as school nurses, counselors and instructional assistants.
 - There were also calls for more extracurricular activities and a focus on diversity and inclusion.
2. **School Environment** – Responses in this category identify a wide range of suggestions for enhancing the school environment, including academic programs, safety, health services, teacher motivation, student support services, family engagement, communication, school food, technology use, and school maintenance.
 - Participants express concerns about safety due to unfenced campuses and the lack of support for students with special needs.
 - They also highlight the need for more engaging academic programs, better communication with parents, and more support for teachers.
 - Some participants praise the variety of academic programs, the presence of school counselors, and the efforts to keep students on track for graduation. However, there were also calls for a more inclusive and welcoming environment for families, better teacher training, and more resources for schools.
 - The quality of school food was also frequently mentioned.



3. **Student Support Services** – These responses discuss a wide range of ideas relating to student support services. The perception of these services varies, with some participants expressing satisfaction with the support provided, while others highlight areas for improvement, such as the need for more support for students with special needs, better communication from schools, and improved safety measures on campuses.
 - Responses note the need for more academic and behavioral intervention, and better support for students with Individualized Education Programs (IEPs).
 - They also highlight the importance of having more school nurses and counselors available.
 - Participants mention the need for more resources for teachers to handle students with disabilities and the importance of having instructional assistants in classrooms.
4. **Parent Engagement** – Here, responses highlight various aspects of parent involvement and engagement.
 - Participants identify the need for clear communication between schools and families.
 - They also highlight the importance of parent involvement in academic and extracurricular activities and the desire for more inclusive and welcoming school environments.
 - Respondents express concerns about safety, academic standards, and the need for more support services in general education.
 - They also emphasize the importance of family support for student success.
 - Some participants express dissatisfaction with the current state of parent engagement, citing issues such as lack of responsiveness from teachers and perceived bias.
 - Others praised the communication from schools and the district and the opportunities for family engagement.
5. **Staff Support** – The last main category includes thoughts focused on support and training for staff. Overall, the perception is that staff support is crucial but currently insufficient, and improvements are needed to ensure student success.
 - Respondents encourage providing more resources and training for teachers, especially those dealing with students with disabilities or behavioral issues.
 - There is also a call for more support staff, such as school nurses, counselors and instructional assistants, to meet the diverse needs of students.
 - Some participants suggested teachers should be rewarded for excellent performance.
 - There were also concerns about the need for more support services in the general education environment for academic and behavioral intervention.



ADDITIONAL EXCHANGE (After School Program Staff)

An additional conversation was conducted via ThoughtExchange with staff who work in the district's after-school programs. Twenty-two staff participated in the exchange, with 25 thoughts submitted.

The responses in this exchange suggest a need for increased accountability, discipline and professionalism among staff, with a call for better wages and benefits to attract and retain quality personnel.

- There is a strong demand for dedicated space for after-school programs, with the current lack of room seen as detrimental to the quality of service provided.
- The need for more hands-on tech for students and better staff training is also highlighted.
- Other suggestions include incentives for student attendance, more storage space, and hiring qualified classroom staff.
- The responses also call for better enrollment criteria, improved student behavior, and the provision of basic supplies like pencils and paper.
- The expansion of program sites without adequate staffing is criticized, and the importance of building connections with families is emphasized.
- The responses also suggest the need for a safe school perimeter and the provision of extra backpacks and clothing for students in need.

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

AGENDA ITEM: I-2

MEETING DATE: 02/13/2024

SUBJECT: 2023-24 Local Control and Accountability Plan (LCAP)
Mid-Year Update

DEPARTMENT: Division of Teaching and Learning

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

ACTION REQUESTED:

The superintendent is recommending that the board review the 2023-24 LCAP mid-year update.

RATIONALE/BACKGROUND:

The 2021-2024 LCAP is a three-year plan that supports the continuous improvement of student performance within the eight state priorities, with an emphasis on English learner, low income, and foster youth students. The LCAP is updated yearly based on a review of state and local data, input gathered from consulting with our educational partners, and research. The governing board adopted the 2023-24 LCAP on June 27, 2023. The LCAP mid-year update includes available mid-year data and expenditures related to metrics and actions in the 2023-24 LCAP.

ATTACHMENT(S):

- A: 2023-24 LCAP Mid-Year Board Presentation
- B: 2023 CA School Dashboard Indicator and Student Group Results
- C: 2023 CA School Dashboard School Indicator Results
- D: 2023 CA School Dashboard Lowest Performing Student Groups by Indicator and School
- E: 2023-24 LCAP Metrics and Data
- F: 2023-24 LCAP Goals, Actions, Expenditures

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 06/27/2023

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$383,083,642

Funding Source: Base, Supplemental, and Categorical Funds

Year 1 (FY 2021-22) = \$311,474,600

Year 2 (FY 2022-23) = \$342,916,951

Current Year Only Ongoing

LCAP/STRATEGIC PLAN:

Goal: All Focus: N/A

Action: All

Strategic Plan: N/A

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

APPROVED BY: Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support AS
Melissa Bassanelli, Superintendent of Schools MBS



LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) 2023-24 MID-YEAR UPDATE

Presented to the Board of Education

February 13, 2024

AGENDA



LCAP Overview



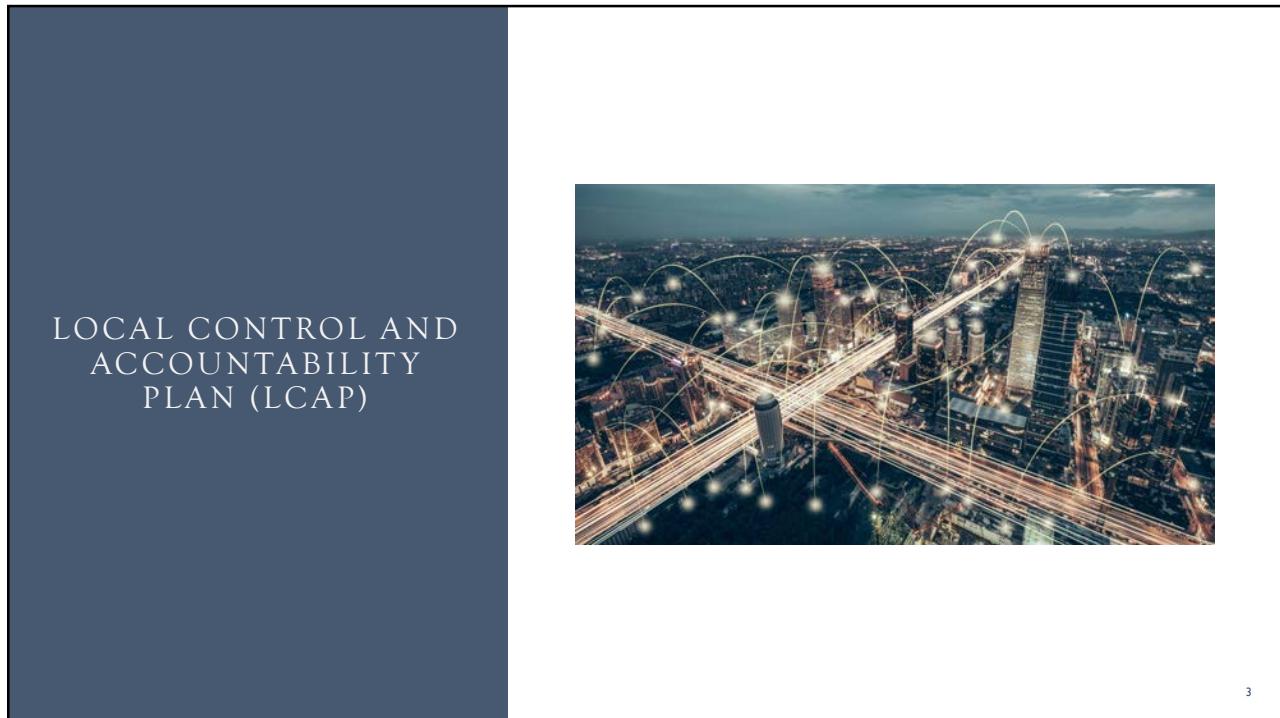
Community
Engagement



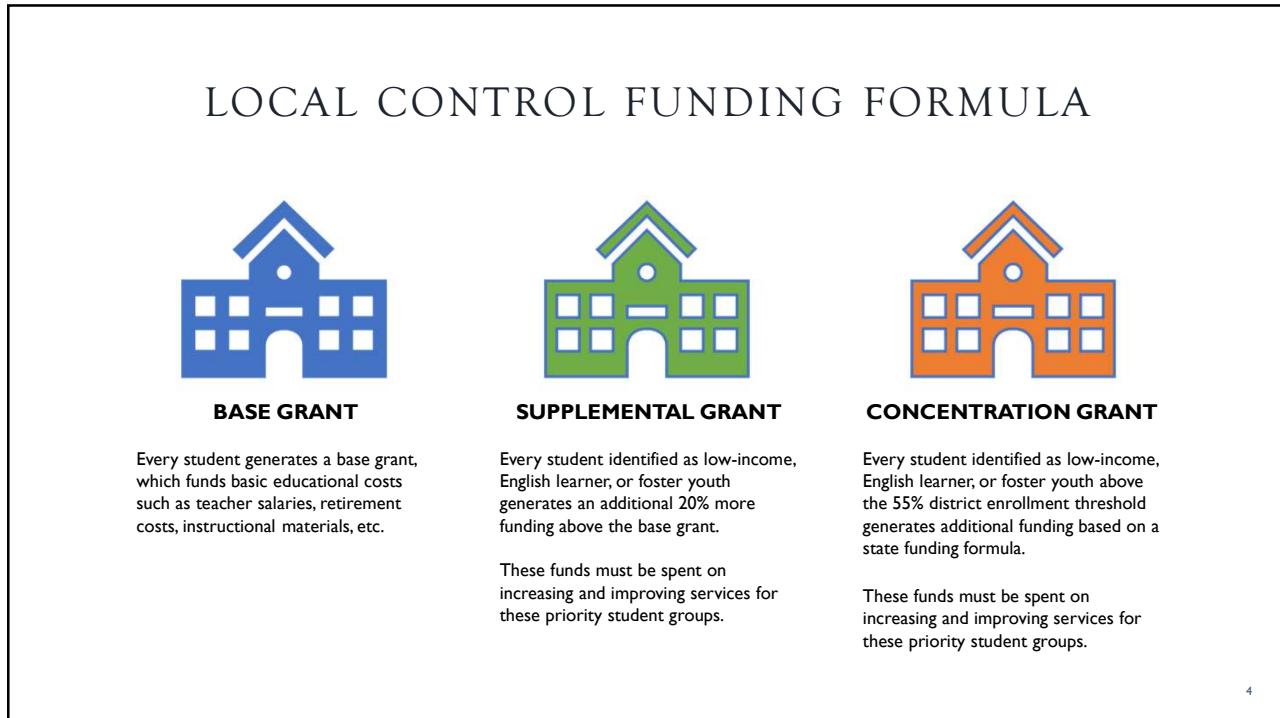
Metrics and Data



Budget



3



4

EIGHT STATE PRIORITY AREAS

Conditions for Learning

Basic Services

Implementation of State Standards

Course Access

Engagement

Parent Engagement

Pupil Engagement

School Climate

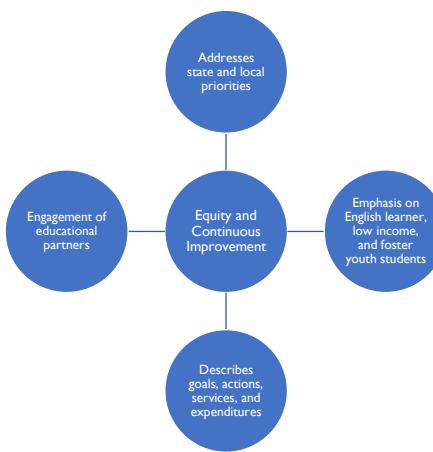
Pupil Outcomes

Pupil Achievement

Other Pupil Outcomes

5

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)



6

LCAP GOALS

1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

5. Additional Targeted Support: Differentiated Assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.



7



COMMUNITY ENGAGEMENT



9

California Education Code requires that districts “consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.” [Section 52060(g)]

10

EDUCATIONAL PARTNERS

Students	Families	Staff/Labor Groups	Community Partners
<ul style="list-style-type: none"> • All districtwide • African American • American Indian Education • Black Student Unions • Elementary, Middle, and High School • Brown Student Union • English Learner Student Leadership • Foster Youth • LGBTQ+ • Long-term English Language learners • McKinney Vento (homeless) • Prevention Services • Refugee/Newcomer Students • San Juan Youth Voice Advocates • Students for Change • Students with disabilities • Students with a Voice • Superintendent's Student Advisory Council 	<ul style="list-style-type: none"> • All districtwide • African American • American Indian Education Program Parent Advisory Committee • Curriculum and Standards • District English Language Advisory Committee • English Language Advisory Committee • Facilities Committee • Foster Youth • Local Control and Accountability Plan Parent Advisory Committee • McKinney Vento (homeless) • Refugee/Newcomer Parents • School Site Council • Special Education • Superintendent's Parent Advisory Committee • Talleres Familiares 	<ul style="list-style-type: none"> • All districtwide • African American • Bilingual Instructional Assistants • California School Employees Association • Confidential • Division of Teaching and Learning • English Language Development • Extended Cabinet • Family and Community Engagement • Foster Youth • McKinney Vento (homeless) • Multi-Tiered System of Supports • Neighborhood/Parent Liaisons • Prevention Services • Safe Schools • San Juan Administrators Association • San Juan Supervisors Association • San Juan Professional Educators Coalition • San Juan Teachers Association • Special Education Instructional Assistants • Special Education Local Plan Area • Teamsters 	<ul style="list-style-type: none"> • Aging Up • Assistance League of Sacramento • Black Girls Support Network • Carmichael HART • Council of American Islamic Relations • Court Appointed Student Advocates • Girls Empowerment Mentoring and Support • Improve Your Tomorrow • International Christian Adoptions • International Rescue Committee • Jewish Community Relations Council • Lao Family Community Development • National Association for the Advancement of Colored People • Orangevale-Fair Oaks Foundation • Pride Industries • Project Optimism • PRO Youth and Families • Refugee Enrichment and Development Center • Sacramento ACT • Sacramento Area Youth Speaks • Sacramento Kindness Campaign • Sacramento Public Library - Arden

Red = Groups added in 2023-24 as part our LCAP educational partner engagement strategy.

11

ENGAGEMENT STRATEGY



12

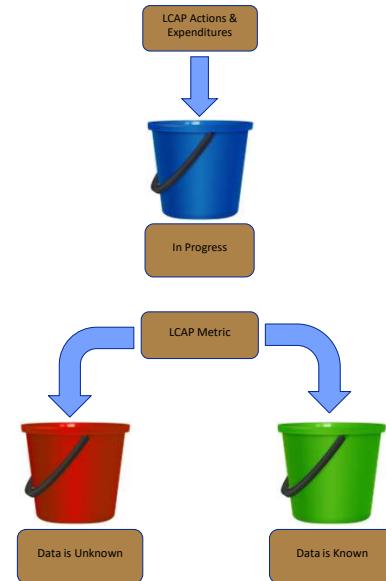
BY THE NUMBERS

LCAP Year	Number of Groups	Number of Participants
2024-25	90	~3292 as of 01/26/24
2023-24	65	~2500
2022-23	44	~1480
2021-22	26	Unknown
2014-15	15	Unknown

Progress	Challenges	Response
Increase number of partners and participants that provide and/or receive services funded using LCFF Supplemental dollars and included in the LCAP.	Scope exceeding staff resources: <ul style="list-style-type: none"> • Increase in partners and participants • Volume of data • Translation of data • Scheduling 	Increase use of technology platforms and tools such as: <ul style="list-style-type: none"> • ThoughtExchange • Online surveys • ChatGBT

| 3

ACTIONS EXPENDITURES METRICS DATA



| 4

ATTACHMENTS

B: 2023 California (CA) School Dashboard District Indicator and Student Group Results

C: 2023 CA School Dashboard School Indicator Results by School

D: 2023 CA School Dashboard Lowest Performing Student Groups by Indicator and School

E: 2023-24 LCAP Metrics and Data

F: 2023-24 LCAP Goals, Actions, and Expenditures

| 5

TYPES OF DATA



Summative Data

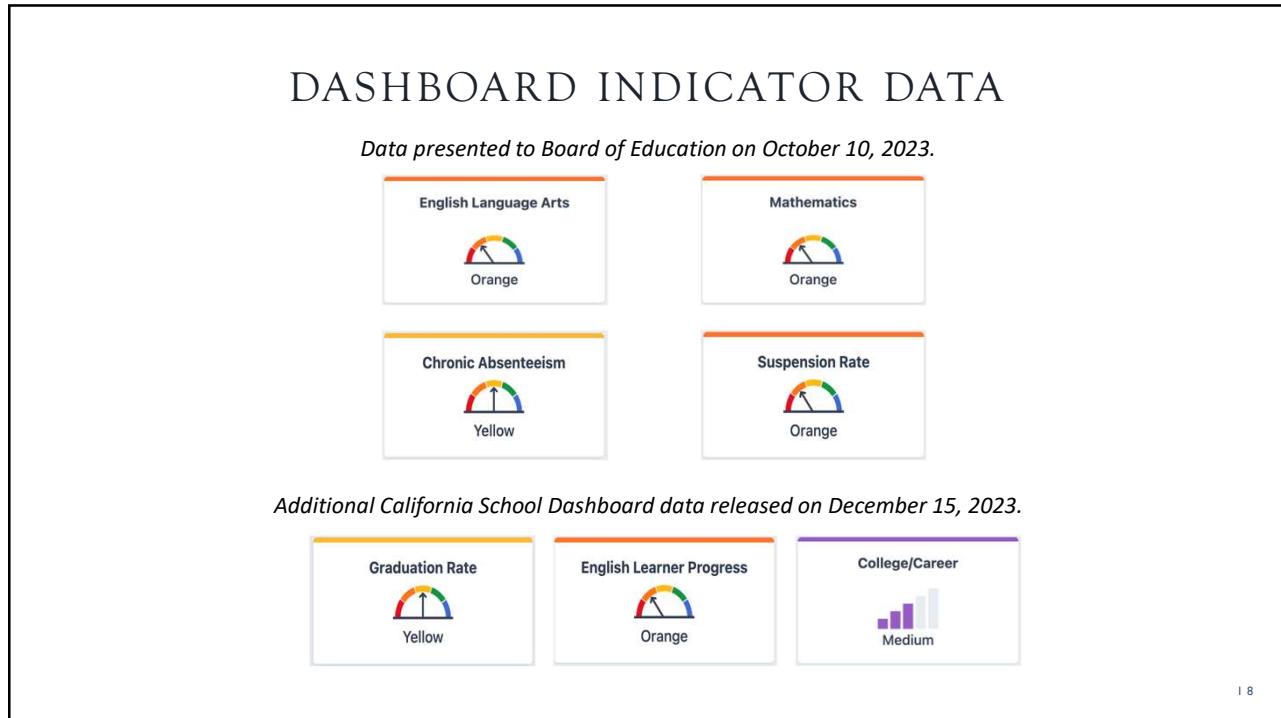
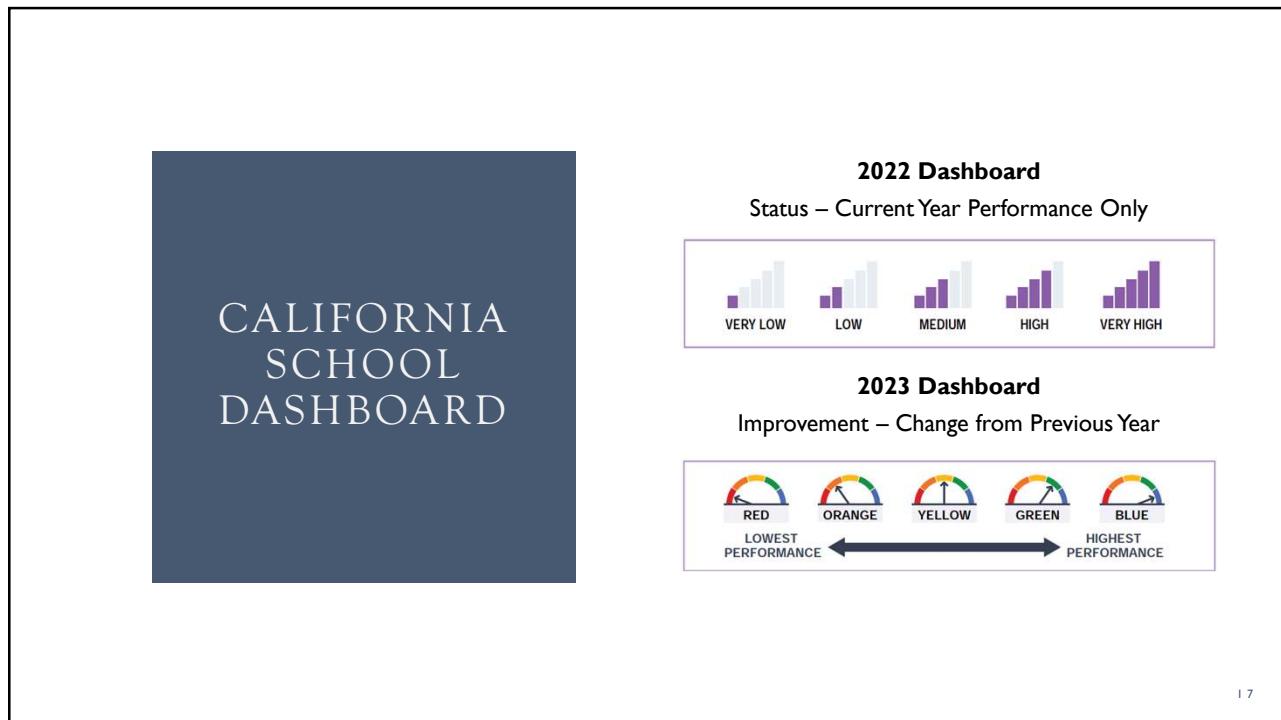
- Occurs at the **end** of the school year
- **Lagging** indicator that provides a final evaluation of knowledge, skill, or proficiency
- Examples: State assessments, CA School Dashboard indicators



Formative Data

- Occurs **during** the school year
- **Leading** indicator that provides ongoing and timely feedback to inform and adjust strategies
- Examples: Interim assessments, iReady, grades, teacher observations, educational partner input

| 6



DIFFERENTIATED ASSISTANCE: CRITERIA

Differentiated Assistance (DA) Eligibility Criteria: Student groups with the lowest performance Dashboard indicator levels in two or more Local Control Funding Formula (LCFF) state priority areas.

LCFF State Priority Areas	Dashboard Indicator
Priority 1 – Basics: Teachers, Instructional Materials, Facilities	Local Indicator
Priority 2 – Implementation of Academic Standards	Local Indicator
Priority 3 – Parent Engagement	Local Indicator
Priority 4 – Pupil Achievement	ELA, Math, English Learner Progress
Priority 5 – Pupil Engagement	Graduation Rate, Chronic Absenteeism
Priority 6 – School Climate	Suspension Rate
Priority 7 – Access to a Broad Course of Study	Local Indicator
Priority 8 – Outcomes in a Broad Course of Study	College/Career

| 9

DIFFERENTIATED ASSISTANCE: STATUS

2022			
Student Groups	State Priority Areas	Lowest Performance Dashboard Indicators	Differentiated Assistance
African American (AA)	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
English Learner (EL)	Priority 4, 5	ELA, math, chronic absenteeism	Yes
Foster Youth (FY)	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
Homeless (HM)	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
Students with Disabilities	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes

San Juan Unified did not meet the eligibility criteria for Differentiated Assistance in 2023.

2023			
Student Groups	State Priority Areas	Lowest Performance Dashboard Indicators	Differentiated Assistance
African American	Priority 4	ELA, math	No
English Learner	Priority 4	ELA, math	No
Homeless	Priority 4	ELA, math	No
Students with Disabilities	Priority 8	College/Career	No

2.0

CONTINUOUS IMPROVEMENT

Areas to Celebrate	Areas for Growth
<ul style="list-style-type: none"> • San Juan Unified did not meet the eligibility criteria for Differentiated Assistance • Reduced chronic absenteeism rates overall, especially for African American, English learner, Hispanic, socioeconomically disadvantaged, and students with disabilities • Reduced suspension rates for African American, Filipino, foster youth, homeless, socioeconomically disadvantaged, and students with disabilities • Increased English language arts and math proficiency for American Indian/Alaskan Native, foster youth, students with disabilities • Increased graduation rates for Asian, English learner, foster youth, students with disabilities, and two or more races 	<ul style="list-style-type: none"> • English language arts and math proficiency overall, especially for African American, English learner, and homeless • English learner progress towards English language proficiency • Graduation rates for African American, Filipino, Hispanic, and white • College/Career readiness for students with disabilities

2.1

RELATED LCAP ACTIONS

CA School Dashboard Indicators	LCAP Actions	Examples of Programs and Services in Actions
ELA	3.2, 3.3	Lexia English, Aspire, Language Essentials for Teachers of Reading and Spelling (LETRS), Universal Design for Learning (UDL), tutoring
Math	3.1, 3.3, 3.4	Math Recovery, UDL, tutoring
English Learner Progress	1.3, 3.5, 3.8, 4.2, 4.5	EL Achieve, Guided Language Acquisition Design (GLAD), Bilingual Instructional Assistants, translators, Newcomer support
Chronic Absenteeism	2.4, 5.1, 5.8	School attendance interventions, family engagement, transportation for homeless and foster youth
Suspension	2.1, 2.4, 2.5	Counseling, mentoring, alternative practices to suspension, campus supervision, training
Graduation College/Career Readiness	2.3, 4.1, 4.3, 4.4, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5	Mentoring, counseling, credit recovery, tutoring, AVID, Naviance, Equal Opportunity Schools, dual enrollment, special outreach and recruitment, inclusive practices

2.2

BUDGET OVERVIEW



*San Juan Unified is **on track**
to spend its LCAP plan allocations.*

Approved LCAP Budget As of 6/27/23	Current LCAP Budget As of 12/11/23	LCAP Expenditures As of 1/07/24
379,367,253	375,609,254	179,993,039

2.3

NEXT STEPS

Analyze

- Identify educational partner key themes
- Review state and local data
- Review state laws and requirements

Revise

- Develop new goals to align with state requirements
- Refine actions to align with goals and metrics
- Allocate funds strategically

Present

- Present plan to LCAP Parent Advisory Committee (PAC) and English learner PAC for review and comment
- Present plan to local governing board at a public hearing for review, comment, and adoption

2.4

BOARD DISCUSSION

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Attachment B:

2023 California School Dashboard Results

Changes to the Dashboard

The California School Dashboard reports how districts and schools are performing on multiple state and local measures that make up California's accountability system. Last year, the 2022 Dashboard reported current year performance levels only to show "status" using one of five levels ranging from Very High to Very Low. This year, however, the 2023 Dashboard will return to reporting performance levels using colors: blue, green, yellow, orange, and red. These performance levels were determined using two years of data and report the difference between 2023 current year performance ("status") and 2022 prior year performance to show growth or decline ("change") over time.

2023 Dashboard: "Change" – Difference between current year performance and prior year performance



2022 Dashboard: "Status" – Current year performance



Participation Rate Penalty

In 2021-22, a penalty went into place for districts and schools not meeting a 95 percent participation rate on the CAASPP ELA and math. If a district, school, or student group did not meet the 95 percent participation rate requirement on the CAASPP, a penalty was applied to the academic indicator on the CA School Dashboard.

Statewide Indicators

The sections below provide a description and the results of each Dashboard indicator by student group, year, and change. 2022 and 2023 results are provided as well as the CA School Dashboard performance level color to show the change between the two years. Additional information can be found at <https://www.caschooldashboard.org/>.

Academic Performance

Academic Performance contains two measures: ELA and mathematics. They are based on student performance on the CAASPP, which are taken each spring by students in grades three through eight and grade eleven. Distance from Standard (DFS) is the measurement that the state uses to calculate these academic indicators on the CA School Dashboard. DFS represents the number of points above or below students are from meeting grade-level standards. Utilizing DFS emphasizes growth and improvement across all performance levels and represents a shift from only looking at the current year status of students meeting or exceeding standards.

English Language Arts/Literacy			
Student Group	2022	2023	2023 Change
All	-23.7	-26.6	Maintained -2.9 Points
African American	-82.1	-85.7	Declined 3.6 Points
American Indian/Alaskan Native	-59.3*	-40	Increased 19.3 Points
Asian	-38.8	-54.8	Declined 16 Points
English Learner	-85.3	-92.3	Declined 7 Points
Filipino	7.8	6.4	Maintained -1.4 Points
Foster Youth	-118.6*	-109.3*	Increased 9.3 Points
Hispanic	-45.5	-43.4	Maintained 2.1 Points
Homeless	-91.9*	-92	Maintained -0.1 Points
Pacific Islander	-48.5	-38.2	Increased 10.3
Socioeconomically Disadvantaged	-62.5	-62.2	Maintained 0.3 Points
Students with Disabilities	-109*	-102.5*	Increased 6.5 Points
Two or More Races	-9.1	-11.2	Maintained -2.1
White	-2.9	-5.4	Maintained -2.5 Points

*95 percent participation rate penalty applied.

Mathematics			
Student Group	2022	2023	2023 Change
All	-60.1	-59.3	Maintained 0.8 Points
African American	-125	-125.1	Maintained -0.1 Points
American Indian/Alaskan Native	-104.8*	-86.9*	Increased 17.9 Points
Asian	-61.2	-71.7	Decreased 10.5 Points
English Learner	-110.6	-112.9	Maintained -2.3 Points
Filipino	-38.9	-35.4	Increased 3.5 Points
Foster Youth	-173.3*	-157.2*	Increased 16.1 Points
Hispanic	-86.4	-81.3	Increased 5.1 Points
Homeless	-129.3*	-128.4*	Maintained 0.8 Points
Pacific Islander	-90.4	-92.1	Maintained -1.7 Points
Socioeconomically Disadvantaged	-97.6	-93.7	Maintained 4.1 Points
Students with Disabilities	-139.7*	-131.1*	Increased 8.6 Points
Two or More Races	-49.5	-48.1	Maintained 1.4 Points
White	-37.8	-36.2	Maintained 1.6 Points

*95 percent participation rate penalty applied.

English Learner Progress

The English Learner Progress Indicator (ELPI) shows the percentage of English learner students who are progressing towards English language proficiency. This indicator measures proficiency by comparing results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year ELPAC Summative results.

English Learner Progress			
Student Group	2022	2023	2023 Change
English Learner	51.8%	48.6%	Declined 3.2%

Chronic Absenteeism

The Chronic Absenteeism Indicator shows the percentage of TK-8th grade students who were absent for 10 percent or more of the instructional days they were enrolled to attend. This includes COVID related absences, non-COVID related absences, excused absences, unexcused absences, and out-of-school suspensions.

Chronic Absenteeism			
Student Group	2022	2023	2023 Change
All	37.6%	28.7%	Declined 8.9%
African American	60.9%	49.3%	Declined 11.6%
American Indian/Alaskan Native	54.2%	45.5%	Declined 8.7%
Asian	26.7%	19.7%	Declined 7%
English Learner	36.6%	26.3%	Declined 10.3%
Filipino	22.6%	16.1%	Declined 6.5%
Foster Youth	49.7%	42.3%	Declined 7.4%
Hispanic	45.0%	33.9%	Declined 11.1%
Homeless	65.1%	56.3%	Declined 8.8%
Pacific Islander	53.1%	50.8%	Declined 2.3%
Socioeconomically Disadvantaged	46.8%	35.6%	Declined 11.2%
Students with Disabilities	48.0%	37.5%	Declined 10.5%
Two or More Races	38.5%	31.8%	Declined 6.7%
White	31.9%	24%	Declined 7.9%

College/Career

The College/Career Indicator (CCI) shows the percentage of students who graduate from high school prepared for success after graduation, whether in postsecondary education or in a career. The CCI consists of both college- and career-readiness measures that includes completion of coursework, work experience, and exam results. Information regarding the preparedness criteria can be found at:

- College Readiness - <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf>
- Career Readiness - <https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf>

College/Career Readiness Rate			
Student Group	2019	2023	2023 Status
All	41.1%	40.5%	Medium
African American	16.1%	21.7%	Low
American Indian/Alaskan Native	22.6%	35.7%	No Performance Level
Asian	59.1%	50.4%	Medium
English Learner	8%	13.3%	Low
Filipino	61%	52.6%	Medium
Foster Youth	2%	12.5%	Low
Hispanic	31.8%	30.7%	Low
Homeless	13.9%	14%	Low
Pacific Islander	36.4%	38.1%	No Performance Level
Socioeconomically Disadvantaged	25.9%	29.4%	Low
Students with Disabilities	4.5%	7.8%	Very Low
Two or More Races	36%	50%	Medium
White	44.9%	44.1%	Medium

Note: The CCR Indicator was not reported on the 2022 Dashboard due to the impact of COVID-19 on the administration of the 2020-21 statewide summative assessments. As a result, status is reported for 2023 and change will return in 2024.

Graduation Rate

The Graduation Rate Indicator shows the percentage of students who graduate high school with a regular high school diploma in either four or five years. This indicator includes students from the cohort class of 2023 as well as students from the cohort class of 2022 who graduated in their fifth year of high school.

Graduation Rate			
Student Group	2022	2023	2023 Change
All	87.6%	86.7%	Maintained -0.9%
African American	80.2%	77.6%	Declined 2.6%
American Indian/Alaskan Native	82.2%	85.7%	No Color
Asian	82.9%	86.7%	Increased 3.8%
English Learner	71.5%	74.5%	Increased 2.9%
Filipino	97.5%	92.1%	Declined 5.4%
Foster Youth	65.5%	70.8%	Increased 5.3%
Hispanic	88.6%	85.6%	Declined 3%
Homeless	71.9%	70.2%	Declined 1.7%
Pacific Islander	70%	76.2%	No Color
Socioeconomically Disadvantaged	83.1%	82.2%	Maintained -0.9%
Students with Disabilities	72.0%	77.5%	Increased 5.6%
Two or More Races	87.4%	91.5%	Increased 4.1%
White	88.9%	87.6%	Declined 1.3%

Suspension Rate

The Suspension Rate Indicator shows the percentage of students who were suspended for at least one full day during the school year. A student is counted as suspended in the suspension rate only once, regardless of multiple suspension or multiple days of suspension.

Suspension Rate			
Student Group	2022	2023	2023 Change
All	5.7%	5.7%	Maintained 0%
African American	13.3%	12.2%	Declined 1.1%
American Indian/Alaskan Native	6.0%	6.9%	Increased 0.9%
Asian	3.2%	3.7%	Increased 0.5%
English Learner	4.8%	4.4%	Declined 0.3%
Filipino	3.9%	2.6%	Declined 1.3%
Foster Youth	25.2%	21.2%	Declined 4%
Hispanic	5.9%	6.2%	Increased 0.3%
Homeless	11.9%	10.8%	Declined 1.1%
Pacific Islander	5.3%	5.5%	Maintained -0.2%
Socioeconomically Disadvantaged	7.6%	7.3%	Declined 0.3%
Students with Disabilities	8.8%	8.4%	Declined 0.4%
Two or More Races	7.3%	7.7%	Increased 0.4%
White	4.6%	4.6%	Maintained 0%

Differentiated Assistance

Differentiated Assistance (DA) is provided to assist Local Education Agencies (LEA) in improving student performance for student groups with the lowest performance levels in two or more Local Control Funding Formula (LCFF) state priority areas and related Dashboard indicators.

LCFF state priority areas and related Dashboard indicators used to determine Differentiated Assistance eligibility criteria.

LCFF State Priority Areas	Dashboard Indicator
Priority 1 – Basics: Teachers, Instructional Materials, Facilities	Local Indicator
Priority 2 – Implementation of Academic Standards	Local Indicator
Priority 3 – Parent Engagement	Local Indicator
Priority 4 - Pupil Achievement	ELA, Math, English Learner Progress
Priority 5 - Pupil Engagement	Graduation Rate, Chronic Absenteeism
Priority 6 - School Climate	Suspension Rate
Priority 7 – Access to a Broad Course of Study	Local Indicator
Priority 8 – Outcomes in a Broad Course of Study	College/Career

San Juan Unified met the eligibility criteria for Differentiated Assistance in 2022.

2022			
Student Groups	State Priority Areas	Lowest Performance Dashboard Indicators	Differentiated Assistance
African American	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
English Learner	Priority 4, 5	ELA, math, chronic absenteeism	Yes
Foster Youth	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
Homeless	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes
Students with Disabilities	Priority 4, 5, 6	ELA, math, suspension, chronic absenteeism	Yes

San Juan Unified did not meet the eligibility criteria for Differentiated Assistance in 2023.

2023			
Student Groups	State Priority Areas	Lowest Performance Dashboard Indicators	Differentiated Assistance
African American	Priority 4	ELA, math	No
English Learner	Priority 4	ELA, math	No
Homeless	Priority 4	ELA, math	No
Students with Disabilities	Priority 8	College/Career	No

Attachment C:

2023 CA School Dashboard School Indicator Results

Dashboard Results	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/Career
San Juan Unified School District	Orange	Orange	Orange	Yellow	Yellow	Orange	Medium
Albert Schweitzer Elementary	Blue	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Andrew Carnegie Middle	No Color	Orange	Orange	Yellow	No Color	Red	No Performance Level
Arcade Fundamental Middle	Yellow	Orange	Red	Yellow	No Color	Orange	No Performance Level
Arden Middle	Red	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Arlington Heights Elementary	No Color	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Bella Vista High	Green	Green	Green	No Color	Orange	Green	Medium
Cambridge Heights Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Cameron Ranch Elementary	Blue	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Carmichael Elementary	Orange	Red	Orange	Yellow	No Color	Orange	No Performance Level
Carriage Drive Elementary	Yellow	Yellow	Orange	Yellow	No Color	Green	No Performance Level
Casa Roble Fundamental High	No Color	Yellow	Yellow	No Color	Blue	Red	Medium
Charles Peck Elementary	Blue	Orange	Orange	Yellow	No Color	Blue	No Performance Level
Cottage Elementary	Red	Red	Red	Yellow	No Color	Blue	No Performance Level
Coyle Avenue Elementary	Blue	Yellow	Yellow	Yellow	No Color	Blue	No Performance Level
Del Campo High	Yellow	Orange	Orange	No Color	Green	Orange	Medium
Del Dayo Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Del Paso Manor Elementary	Blue	Orange	Orange	Yellow	No Color	Orange	No Performance Level
Dyer-Kelly Elementary	Blue	Red	Orange	Yellow	No Color	Yellow	No Performance Level
Earl Legette Elementary	No Color	Yellow	Yellow	Yellow	No Color	Green	No Performance Level
El Camino High	Red	Yellow	Yellow	No Color	Orange	Green	Medium
El Sereno Alternative Education	No Color	No Color	No Color	No Color	Yellow	Blue	Low
Encina Preparatory High	Red	Orange	Orange	No Color	Yellow	Yellow	Low
Gold River Discovery Center K-8	Orange	Green	Yellow	Red	No Color	Orange	No Performance Level

Attachment C:
2023 CA School Dashboard School Indicator Results

Attachment C

	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/Career
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Green Oaks Fundamental Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Greer Elementary	Orange	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Harry Dewey Fundamental Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Howe Avenue Elementary	Blue	Orange	Red	Yellow	No Color	Yellow	No Performance Level
James R. Cowan Fundamental Elementary	No Color	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
John Barrett Middle	Orange	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Katherine Johnson Middle	Orange	Orange	Red	Yellow	No Color	Yellow	No Performance Level
Kingswood K-8	Orange	Red	Red	Yellow	No Color	Red	No Performance Level
La Entrada Continuation High	No Color	No Color	No Color	No Color	Red	Red	Very Low
La Vista Center	No Color	No Color	No Color	No Color	No Color	Red	No Performance Level
Laurel Ruff Transition	No Color	No Color	No Color	No Color	No Color	Green	No Performance Level
Lichen K-8	Orange	Yellow	Yellow	Orange	No Color	Red	No Performance Level
Louis Pasteur Middle	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Mariemont Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Mariposa Avenue Elementary	Red	Yellow	Yellow	Yellow	No Color	Yellow	No Performance Level
Mary Deterding Elementary	Orange	Green	Green	Yellow	No Color	Orange	No Performance Level
Meraki High	No Color	No Color	No Color	Yellow	No Color	Yellow	No Performance Level
Mesa Verde High	Red	Yellow	Orange	No Color	Orange	Red	Low
Mira Loma High	Red	Blue	Green	Yellow	Orange	Orange	Medium
Mission Avenue Open Elementary	Yellow	Orange	Orange	Orange	No Color	Yellow	No Performance Level
Northridge Elementary	Green	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
Oakview Community Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Orangevale Open K-8	No Color	Green	Yellow	Yellow	No Color	Green	No Performance Level
Ottomon Way Elementary	No Color	Orange	Orange	Yellow	No Color	Green	No Performance Level
Pasadena Avenue Elementary	Red	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Pershing Elementary	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Ralph Richardson Center	No Color	No Color	No Color	Yellow	No Color	Blue	No Performance Level

Attachment C:
2023 CA School Dashboard School Indicator Results

	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	Attachment C
							College/Career
Rio Americano High	Red	Blue	Green	No Color	Yellow	Orange	Medium
San Juan High	Red	Red	Red	No Color	Yellow	Yellow	Low
Sierra Oaks K-8	Red	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Skycrest Elementary	Green	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Starr King K-8	Yellow	Orange	Red	Yellow	No Color	Yellow	No Performance Level
Sylvan Middle	Red	Orange	Red	Yellow	No Color	Red	No Performance Level
Thomas Edison Language Institute K-8	Yellow	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Thomas Kelly Elementary	No Color	Yellow	Orange	Yellow	No Color	Yellow	No Performance Level
Trajan Elementary	No Color	Yellow	Yellow	Yellow	No Color		No Performance Level
Twin Lakes Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Whitney Avenue Elementary	Orange	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Will Rogers Middle	Green	Orange	Red	Orange	No Color	Red	No Performance Level
Winston Churchill Middle	Orange	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Woodside K-8	Orange	Orange	Orange	Yellow	No Color	Orange	No Performance Level

Attachment D:

2023 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator	Abbreviation	Student Group	Abbreviation	Student Group
1	English Language Arts	AA	Black/African American	HM	Homeless
2	Mathematics	AI	American Indian or Alaska Native American	PI	Pacific Islander or Native Hawaiian
3	English Learner Progress	AS	Asian American	SED	Socioeconomically Disadvantaged
4	Graduation	EL	English Learner	SWD	Students with Disabilities
5	College/Career	FI	Filipino	TOM	Two or More Races
6	Suspension	FY	Foster Youth	WH	White
7	Chronic Absenteeism	HIS	Hispanic		

District/School	Title I	AA	AI	AS	EL	FI	FY	HIS	HM	PI	SED	SWD	TOM	WH
San Juan Unified School District		1, 2			1, 2			1, 2			5			
Albert Schweitzer Elementary	Yes							1, 2			1, 2			
Andrew Carnegie Middle					1, 2, 7			2			2, 6	1, 2, 6	6	6
Arcade Fundamental Middle	Yes			1, 2, 6	1			2		1	1			
Arden Middle					1, 3, 7							1, 2, 7	7	
Arlington Heights Elementary	Yes													
Bella Vista High									6					
Cambridge Heights Elementary														
Cameron Ranch Elementary	Yes							1			1	1		
Carmichael Elementary	Yes	7			1, 7			1			1, 7		6, 7	1
Carriage Drive Elementary	Yes					2								
Casa Roble Fundamental High								6				6	6	
Charles Peck Elementary	Yes				1, 2							1, 2		
Cottage Elementary	Yes			1, 2	1, 2, 3			1, 2			1, 2			1
Coyle Avenue Elementary	Yes										1			
Del Campo High		6						2			2	1, 2, 5, 6		
Del Dayo Elementary														
Del Paso Manor Elementary	Yes			1	1, 2									
Dyer-Kelly Elementary	Yes		1	1			1				1		2	
Earl Leggette Elementary												1, 2		
El Camino Fundamental High					3					2				
El Sereno Alternative Education														
Encina Preparatory High	Yes				3, 5									
Gold River Discovery Center K-8					7		6			6, 7			7	
Grand Oaks Elementary	Yes				3, 7							1		
Green Oaks Fundamental Elementary														
Greer Elementary	Yes				1			1	6		1	1	7	
Harry Dewey Fundamental Elementary								7				7		
Howe Avenue Elementary	Yes	1, 2			2			2			2		6	1, 2
James R. Cowan Fundamental Elementary												6		
John Barrett Middle		1			1, 2				6, 7		6	6		
Katherine Johnson Middle	Yes	2		1, 2	2					2	2	6	1, 2	
Kingswood K-8	Yes	6			1, 2			1, 2, 6		1, 2, 6	1, 2, 6	6	2	
La Entrada Continuation High		6						5			4, 5	6		
La Vista Center	Yes										6	6		
Laurel Ruff Transition	Yes													
Lichen K-8	Yes							6, 7	6		6	1, 2, 6		6
Louis Pasteur Fundamental Middle								6			6	6		
Mariemont Elementary												7		
Mariposa Avenue Elementary	Yes				3									
Mary Deterding Elementary												7		
Meraki High														
Mesa Verde High	Yes	6			3, 6			6	6		5		6	
Mira Loma High	Yes				1, 3, 6				6			6		
Mission Avenue Open Elementary			7	1										
Northridge Elementary	Yes										6	6	6	
Oakview Community Elementary														
Orangevale Open K-8												1, 2, 7		
Ottoman Way Elementary	Yes													
Pasadena Avenue Elementary	Yes	6			3							7		
Pershing Elementary												6	7	
Ralph Richardson Center														
Rio Americano High		6			3, 5, 6			6	6		6	6		
San Juan Choices Charter												2, 5		2
San Juan High	Yes				3			1, 2			2		6	2
Sierra Oaks K-8		1, 2, 6		7	1, 3							7		
Skycrest Elementary	Yes													
Starr King K-8	Yes	1, 2, 6			1, 7				6			1, 2, 7	1, 2, 6	1
Sylvan Middle	Yes	1, 6, 7			1, 2, 3			2, 6	1, 7		1, 2, 6	1, 2, 6	1, 6	2
Thomas Edison Language Institute K-8	Yes	1, 6			1				1, 2, 6		1			
Thomas Kelly Elementary	Yes	6										6		
Trajan Elementary												7	7	
Twin Lakes Elementary													7	7
Whitney Avenue Elementary	Yes											1, 2		
Will Rogers Middle	Yes	1, 6		6, 7	1, 2			2, 6, 7	6, 7		1, 2, 6	1, 2, 6	6	6
Winston Churchill Middle		1			1, 2, 6			6			6	2	6	
Woodside K-8												1, 6		

Attachment E:

LCAP Metrics and Data

Goal #1

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
Chronic Absenteeism: Percentage of students who are chronically absent in grades TK-8. Metric Source: Local - Q-SIS	2018-19 Overall: 13.0% Disparity: 13.6% AA: 25.7% HIS: 14.7% WH: 10.6% EL: 12.4% RFEP: 5.9% SWD: 19.2% SED: 17.7% FY: 25.0% HM: 26.6%	2021-22 Overall: 32.7% Disparity: 20.5% AA: 50.7% HIS: 38.9% WH: 28.7% EL: 30.0% RFEP: 23.1% SWD: 40.4% SED: 38.2% FY: 41.0% HM: 53.2%	2022-23 Overall: 32.5% Disparity: 20.6% AA: 48.2% HIS: 37.5% WH: 29.4% EL: 29.6% RFEP: 23.4% SWD: 39.0% SED: 38.2% FY: 38.5% HM: 53.1%	2023-24 Overall: 22.5% Disparity: 22.5% AA: 38.9% HIS: 27.4% WH: 18.9% EL: 20.7% RFEP: 15.8% SWD: 28.7 SED: 28.5 FY: 38.2% HM: 45.0	All: <10% Disparity: <8.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
Attendance: Attendance rates for students in TK-8. Metric Source: Local - Q-SIS	2018-19 Overall: 95.2% Disparity: 2.6% AA: 93.2% HIS: 94.8% WH: 95.5% EL: 95.0% RFEP: 96.6% SWD: 93.8% SED: 94.3% FY: 92.6% HM: 92.7%	2021-22 Overall: 90.6% Disparity: 6.5% AA: 84.9% HIS: 89.5% WH: 91.6% EL: 91.5% RFEP: 93.4% SWD: 88.3% SED: 89.2% FY: 88.8% HM: 84.1%	2022-23 Overall: 87.4% Disparity: 4.7% AA: 82.7% HIS: 85.9% WH: 88.1% EL: 89.9% RFEP: 86.4% SWD: 84.4% SED: 86.5% FY: 83.1% HM: 85.2%	2023-24 Overall: 93.3% Disparity 5.1% AA: 89.8 % HIS: 92.3% WH: 93.9% EL: 93.7% RFEP: 94.7% SWD: 91.9% SED: 92.0% FY: 90.7% HM: 88.2%	All: >95% Disparity: <2%
Parent and Family Engagement: District ratings on the parent and family engagement tool in all three areas: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making. Metric Source: Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool	2018-19 Relationships: Level 2 Partnerships: Level 3 Input: Level 3	2021-22 Relationships: Level 3 Partnerships: Level 3 Input: Level 3	2022-23 Relationships: Level 3.75 Partnerships: Level 3.5 Input: Level 3.25	2023-24 Data not yet available.	All: Level 3 or higher
Participation, Engagement, and Motivation: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Participation/Engagement/Motivation.	2019-20 Students: 50.8% of schools Staff: 73.0% of schools Parents: 92.1% of schools	2021-22 Students: 52.2% of schools Staff: 80.6% of schools Parents: 61.2% of schools	2022-23 Students: 20.6% of schools Staff: 80.9% of schools Parents: 83.9% of schools	2023-24 Data not yet available.	All: >70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
Metric Source: Local - District Climate Survey					
High Expectations and Caring Relationships: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to High Expectations/Caring Relationships.	2019-20 Students: 76.2% of schools Staff: 85.7% of schools Parents: 93.7% of schools	2021-22 Students: 67.2% of schools Staff: 83.6% of schools Parents: 88.1% of schools	2022-23 Students: 50.0% of schools Staff: 79.4% of schools Parents: 73.5% of schools	2023-24 Data not yet available.	All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Metric Source: Local - District Climate Survey					
Staffing Ethnic Diversity: Percentage of staff reflects the ethnic diversity of the student population for SJUSD.	2019-20 Non-White Certificated: 21.0% Non-White Classified: 26.0%	2021-22 Non-White Certificated: 19.8% Non-White Classified: 27.6%	2022-23 Non-White Certificated: 20.0% Non-White Classified: 32.1%	2023-24 Data not yet available.	Non-White Certificated Staff: 24% Non-White Classified Staff: 29%
Metric Source: CALPADS					
Parent Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, MKV, and SWD in leadership roles (e.g. School Site Council, Bond Oversight, C&S, Facilities, WSCC, ELAC, DELAC, CAC, LCAP PAC, SPAC, etc.).	2019-20 36.4%	2021-2022 34.6%	2022-23 49.1%	2023-24 Data not yet available.	>45%
Metric Source: Local					

Goal #2

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
Suspension Rate: Percent of students who have one or more days of home/in-school suspension.	2018-19 Overall: 6.74% Disparity: 14.31% Metric Source: Local - Q-SIS AA: 15.49% HIS: 7.05% WH: 5.65% EL: 5.52% RFEP: 5.68% SWD: 10.69% SED: 9.14% FY: 21.05% HM: 14.73%	2021-22 Overall: 3.86% Disparity: 17.29%	2022-23 Overall: 3.74% Disparity: 11.97%	2023-24 Overall: 3.93% Disparity: 21.48%	All: <4.7% Disparity: <9.3%
Suspension: Number of days of instruction lost to	2018-19 Overall: 16.9 days Disparity: 53.3 days	2021-22 Overall: 8.28 days Disparity: 44.12 days	2022-23 Overall: 6.79 days Disparity: 34.22 days	2023-24 Overall: 5.61 days Disparity: 39.13 days	All: <14.9 days Disparity: <47 days

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
home/in-school suspension per 100 students. Metric Source: Local - Q-SIS	AA: 48.4 days HIS: 17.5 days WH: 12.8 days EL: 13.7 days RFEP: 13.7 days SWD: 31.4 days SED: 24.4 days FY: 70.2 days HM: 48.1 days	AA: 23.02 days HIS: 9.07 days WH: 5.89 days EL: 13.04 days RFEP: 6.16 days SWD: 17.43 days SED: 13.03 days FY: 52.40 days HM: 20.53 days	AA: 17.09 days HIS: 7.41 days WH: 5.12 days EL: 4.44 days RFEP: 5.03 days SWD: 12.73 days SED: 8.60 days FY: 41.01 days HM: 14.96 days	AA: 18.22 days HIS: 5.94 days WH: 4.04 days EL: 3.20 days RFEP: 4.54 days SWD: 9.66 days SED: 8.18 days FY: 44.74 days HM: 17.18 days	
Expulsion Rate: Percentage of students expelled from school. Metric Source: DataQuest	2018-19 Overall: 0.07% Disparity: 0.13% AA: 0.19% HIS: 0.10% WH: 0.04% EL: 0.04% SWD: 0.03% SED: 0.09% FY: 0.20% HM: 0.15%	2020-21 Overall: 0.002% Disparity: 0.003% AA: 0.00% HIS: 0.00% WH: 0.005% EL: 0.0% SWD: 0.0% SED: 0.0% FY: 0.0% HM: 0.0%	2021-22 Overall: 0.08% Disparity 0.92% AA: 0.32% HIS: 0.07% WH: 0.05% EL: 0.03% SWD: 0.15% SED: 0.12% FY: 1.0% HM: 0.20%	2022-23 Overall: 0.08% Disparity 0.77% AA: 0.36% HIS: 0.09% WH: 0.05% EL: 0.04% SWD: 0.17% SED: 0.18% FY: 0.85% HM: 0.00%	Maintain Levels
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes). Metric Source: Dataquest	2018-19 Overall: 6.6% Disparity: 30.4% AA: 11.8% HIS: 7.5% WH: 5.5% EL: 18.4% SWD: 13.4% SED: 9.6% FY: 37.0% HM: 20.5%	2020-21 Overall: 6.11% Disparity: 14.82% AA: 9.5% HIS: 9.25% WH: 4.99% EL: 12.55% SWD: 8.60% SED: 8.91% FY: 20.93% HM: 16.80%	2021-22 Overall: 8.4% Disparity: 16.6% AA:13% HIS: 8.3% WH: 7.5% EL: 16.0% SWD: 13.5% SED: 11.6% FY: 25.0% HM: 20.2%	2022-23 Overall: 9.0% Disparity 11.9% AA: 17.9% HIS: 10.2% WH: 8.3% EL: 13.6% SWD: 9.6% SED: 11.8% FY: 20.0% HM: 20.9%	All: <5.6% Disparity: <25.4%
Middle School Dropout Rate: Number of middle	2018-19 24 Students	2020-21 15 students	2021-22 11 students	2022-23 10 students	<20 Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
school students (grades 6-8) who dropout of school. Metric Source: CALPADS					
School Culture and Sense of Belonging: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to School Culture/Sense of Belonging. Metric Source: Local - District Climate Survey	2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools	2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools	2022-23 Students: 50% of schools Staff: 70.6% of schools Parents: 79.4% of schools	2023-24 Data not yet available.	Increase by 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Safety: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Safety. Metric Source: Local - District Climate Survey	2019-20 Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% of schools	2021-22 Students: 52.2% of schools Staff: 70.1% of schools Parents: 89.6% of schools	2022-23 Students: 54.4% of schools Staff: 64.7% of schools Parents: 86.8% of schools	2023-24 Data not yet available.	All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. Metric Source: SARC	2019-20 100%	2020-21 100%	2021-22 98.8%	2022-23 100%	100%

Goal #3

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
English Language Arts State Assessment: Percentage of students who meet or exceed the ELA standards as measured by CAASPP (and i-Ready in 2020-21). Metric Source: California School Dashboard - English Language Arts Indicator	2018-19 CAASPP: Grades 3-8, 11 Overall: 46.6% Disparity: 40.2% AA: 24.7% HIS: 34.9% WH: 53.7% EL: 6.37% SWD: 15.7% SED: 31.5% FY: 21.1% HM: 22.3%	2020-21 CAASPP: Grade 11 Overall: 66.81% Disparity: 54.17% AA: 36.37% HIS: 57.64% WH: 71.11% EL: 12.64% SWD: 27.59% SED: 49.64% FY: N/A HM: 28.13%	2021-22 CAASPP: Grades 3-8, 11 Overall: 42.62% Disparity: 34.88% AA: 20.7% HIS: 33.68% WH: 51.32% EL: 7.74% SWD: 14.19% SED: 27.43% FY: 20.0% HM: 18.15%	2022-23 CAASPP: Grades 3-8, 11 Overall: 41.75% Disparity: 36.74% AA: 20.34% HIS: 34.86% WH: 50.13% EL: 5.01% SWD: 14.11% SED: 28.39% FY: 25.0% HM: 18.53%	All: >55.6% Disparity: <30.23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
		AA: 5.1% HIS: 8.0% WH: 16.7% EL: 1.3% SED: 6.1% SWD: 4.7% FY: 0.0% HM: 4.0%			
<p>Math State Assessment: Percentage of students who meet or exceed math standards as measured by CAASPP (and i-Ready in 2020-21).</p> <p>Metric Source: California School Dashboard - Mathematics Indicator</p>	<p>2018-19 CAASPP: Grades 3-8, 11 Overall: 37.2% Disparity: 29.22%</p> <p>AA: 14.3% HIS: 23.9% WH: 44.9% EL: 7.98% SED: 22.9% SWD: 13.1% FY: 16.8% HM: 13.1%</p>	<p>2020-21 CAASPP: Grade 11 Overall: 43.31% Disparity: 34.77%</p> <p>AA: 15.21% HIS: 27.67% WH: 47.14% EL: 12.99% SED: 28.19% SWD: 8.54% FY: N/A HM: 13.79%</p> <p>2020-21 i-Ready: Grades 3-8 Overall: 4.7% Disparity: 4.0%</p> <p>AA: 0.8% HIS: 1.9% WH: 5.3% EL: 0.7% SED: 1.8% SWD: 1.1% FY: N/A HM: 1.6%</p>	<p>2021-22 CAASPP: Grades 3-8, 11 Overall: 29.55% Disparity: 24.26%</p> <p>AA: 10.37% HIS: 20.01% WH: 37.28% EL: 5.29% SED: 10.28% SWD: 11.71% FY: 11.11% HM: 9.52%</p>	<p>2022-23 CAASPP: Grades 3-8, 11 Overall: 29.60 % Disparity 24.28%</p> <p>AA: 8.83% HIS: 22.08% WH: 37.15% EL: 5.32% SED: 17.84% SWD: 9.76% FY: 10.08%</p>	All: >46.2% Disparity: <19.22%
Science Standards: Percentage of students who	2021-22 CAAST: Grades 5, 8, and once in HS	N/A	2021-22 CAAST: Grades 5, 8, and once in HS	2022-23 CAAST: Grades 5, 8, and once in HS	All: Increase by 5% Disparity: <10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
meet or exceed the science standards. Metric Source: Test Results for California's Assessments - CAST and CAA	Overall: 30.51% Disparity: 28.7% AA: 9.51% HIS: 21.72% WH: 37.89% EL: 1.81% SWD: 11.81% SED: 17.85% FY: 11.54% HM: 11.49%		Overall: 30.51% Disparity: 28.7% AA: 9.51% HIS: 21.72% WH: 37.89% EL: 1.81% SWD: 11.81% SED: 17.85% FY: 11.54% HM: 11.49%	Overall: 30.86% Disparity: 30.19% AA: 12.00% HIS: 20.93% WH: 38.49% EL: 0.67% SWD: 10.56% SED: 18.67% FY: 7.14% HM: 9.52%	
Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators. Metric Source: Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool	2020-21 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.9 Other Adopted Academic Standards: 4 Support for Teachers and Administrators: 4	2021-22 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7 Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7 Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4	2023-24 Data not yet available.	All: Level 4 or higher
English Language Progress: Percentage of English learners who demonstrate improvement using ELPI levels on the ELPAC.	2018-19 52.55%	2018-19 52.55%	2021-22 51.8%	2022-23 48.6%	>61.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
Metric Source: California School Dashboard - English Learner Progress Indicator					
English Language Learner Reclassification: Percentage of English learners who are reclassified to Fluent English Proficient. Metric Source: CALPADS	2020-21 6.3%	2020-21 6.3%	2021-22 6.5%	2022-23 11.0%	>5.5%
Standards Access: Percentage of students who have access to standards-aligned instructional materials. Metric Source: SARC	2019-20 100%	2020-21 100%	2021-22 100%	2022-23 100%	100%
Credentialed Staffing: Percentage of teachers properly credentialed and appropriately assigned. Metric Source: SARC	2020-21 79.1%	2021-22 85.8%	2022-23 Data not yet released by California Department of Education.	2023-24 Data not yet released by California Department of Education.	>95%
Text Level / iReady Reading K-2: Percentage of students who meet or exceed the ELA standards measured by site text level assessment or i-Ready reading assessment. Metric Source: Local - Illuminate	2021-22 Text Level/i-Ready Overall: 41.1% Disparity: 21.0% AA: 28.0% HIS: 36.8% WH: 49.4% EL: 20.1% SWD: 26.3% SED: 33.1% FY: 45.5%	2021-22 Text Level/i-Ready Overall: 41.1% Disparity: 21.0% AA: 28.0% HIS: 36.8% WH: 49.4% EL: 20.1% SWD: 26.3% SED: 33.1% FY: 45.5%	2022-23 Text Level/i-Ready Overall: 33.1% Disparity: 18.6% AA: 24.0% HIS: 27.0% WH: 39.9% EL: 14.5% SWD: 20.2% SED: 25.8% FY: 20.8%	2023-24 Data not yet available.	All: >65.8% Disparity: <17.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023–24
	HM: 25.2%	HM: 25.2%	HM: 20.2%		
Integrated Math 1 Completion: Percentage of Grade 9 students who successfully pass IM1 with a C or better by the end of their grade 9 year.	2018-19 Overall: 61.4% Disparity: 46.0% AA: 38.3% HIS: 52.7% WH: 66.8% EL: 34.2% RFEP: 65.5% SWD: 34.0% FY: 15.4% SED: 49.1% HM: 33.5%	2021-22 Overall: 59.3% Disparity: 37.8% AA: 53.0% HIS: 51.7% WH: 63.8% EL: 43.7% RFEP: 66.2% SWD: 41.1% FY: 21.4% SED: 50.6% HM: 38.0%	2022-23 Overall: 53.2% Disparity: 21.9% AA: 41.0% HIS: 44.8% WH: 57.5% EL: 33.3% RFEP: 61.2% SWD: 36.1% FY: 54.5% SED: 42.0% HM: 31.3%	2023-24 Overall: 60.7% Disparity: 27.4% AA: 52.1% HIS: 53.9% WH: 65.7% EL: 43.8% RFEP: 61.9% FY: 33.3% SED: 53.8% SWD: 55.8% HM: 39.2%	All: >64.4% Disparity: <41%
Metric Source: Local - Q-SIS					

Goal #4

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate: Percentage of students who graduate high school within 4 years.	2018-19 Overall: 88% Disparity: 34.3% Metric Source: DataQuest AA: 79.2% HIS: 85.5% WH: 89.6% EL: 77.3% SWD: 67.5% SED: 82.6% FY: 53.7% HM: 68.7%	2020-21 Overall: 87.1% Disparity: 42.9%	2021-22 Overall: 87.4% Disparity: 26.7%	2022-23 Overall: 86.7% Disparity: 16.5% AA: 77.6% HIS: 85.6% WH: 87.6% EL: 74.5% SWD: 77.5% SED: 82.2% FY: 70.8% HM: 70.2 %	All: >89% Disparity: <29.3%
College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared"	2018-19 Overall: 41.1% Disparity: 39.1%	2020-21 No Dashboard data available.	2021-22 No Dashboard data available.	2022-23 Overall: 40.5% Disparity: 32.7%	All: >47.1% Disparity: <29.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
level by the state's college and career indicator. Metric Source: California School Dashboard - College/Career Indicator	AA: 16.1% HIS: 31.8% WH: 44.9% EL: 8.0% SWD: 4.5% FY: 2.0% SED: 25.9% HM: 13.9%			AA: 21.7% HIS: 30.7% WH: 44.1% EL: 13.3% SWD: 7.8% SED: 29.4% FY: 12.5% HM: 14.0%	
A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Metric Source: CALPADS	2018-19 Overall: 45.6% Disparity: 45.6% AA: 23.9% HIS: 37.0% WH: 48.9% EL: 9.5% SWD: 4.3% SED: 28.6% FY: 0.0% HM: 16.7%	2020-21 Overall: 45.2% Disparity: 45.2% AA: 30.91% HIS: 39.45% WH: 46.73% EL: 8.84% SWD: 10.11% SED: 32.93% FY: 0.0% HM: 21.14%	2021-22 Overall: 49.7% Disparity: 33% AA: 16.8% HIS: 35.1% WH: 45.4% EL: 8.7% SWD: 8.9% SED: 26.8% FY: 7.7% HM: 17.2%	2022-23 Overall: 46.5% Disparity: 46.5% AA: 33.3% HIS: 34.5% WH: 50.0% EL: 15.0% SWD: 8.1% SED: 34.5% FY: 0.0% HM: 20.2%	All: >48.6% Disparity: <35.6%
CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. Metric Source: CALPADS	2018-19 Overall: 8.9% Disparity: 8.9% AA: 5.8% HIS: 11.6% WH: 7.4% EL: 6.1% SWD: 9.1% SED: 10.6% FY: 0.0% HM: 10.2%	2020-21 Overall: 13.18% Disparity: 13.18% AA: 13.33% HIS: 12.82% WH: 13.58% EL: 11.56% SWD: 11.99% SED: 15.59% FY: 0.0% HM: 13.82%	2021-22 Overall: 12.7% Disparity: 5.5% AA: 12.3% HIS: 11.5% WH: 13.6% EL: 7.2% SWD: 12.8% SED: 13.2% FY: 7.7% HM: 8.2%	2022-23 Overall: 13.19% Disparity: 13.19% AA: 10.9% HIS: 15.4% WH: 12.9% EL: 12.1% SWD: 10.3% SED: 16.0% FY: 0.0% HM: 6.0%	All: >11.9% Disparity: <3.9%
A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and	2018-19 Overall: 4.3% Disparity: 4.3%	2020-21 Overall: 5.41% Disparity: 5.41%	2021-22 Overall: 5.7% Disparity: 5.7%	2022-23 Overall: 7.7% Disparity: 7.7%	All: >7.3% Disparity: <3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
complete at least one CTE pathway. Metric Source: CALPADS	AA: 2.6% HIS: 4.6% WH: 3.6% EL: 0.7% SWD: 0.0% SED: 3.7% FY: 0.0% HM: 5.6%	AA: 2.42% HIS: 5.36% WH: 5.48% EL: 0.68% SWD: 1.5% SED: 5.89% FY: 0.0% HM: 1.63%	AA: 1.3% HIS: 4.6% WH: 6.6% EL: 0.5% SWD: 1.6% SED: 4.3% FY: 0.0% HM: 1.6%	AA: 7.0% HIS: 7.0% WH: 7.0% EL: 4.6% SWD: 2.2% SED: 8.2% FY: 0.0% HM: 3.6%	
A-G or CTE Completion: Percentage of graduating seniors who meet the A-G college requirements or complete at least one CTE pathway. Metric Source: CALPADS Metric Source: CALPADS	2018-19 Overall: 50.1% Disparity: 50.1% AA: 27.1% HIS: 44.1% WH: 52.7% EL: 15.0% SWD: 13.4% SED: 35.5% FY: 0.0% HM: 21.3%	2020-21 Overall: 52.97% Disparity: 52.97% AA: 41.82% HIS: 46.92% WH: 54.84% EL: 19.73% SWD: 20.6% SED: 42.64% FY: 0.0% HM: 33.33%	2021-22 Overall: 47.8% Disparity: 32.4% AA: 27.7% HIS: 42.0% WH: 52.3% EL: 15.5% SWD: 20.2% SED: 35.6% FY: 15.4% HM: 23.8%	2022-23 Overall: 52.7 Disparity: 52.7 AA: 37.2% HIS: 42.9% WH: 55.9% EL: 22.5% SWD: 16.1% SED: 42.3% FY: 0% HM: 22.6%	All: >55.1% Disparity: <40.1%
College and Career Indicators (AP or IB Exam Performance): Percentage of graduating seniors who receive a passing score on one or more AP or IB exams. Metric Source: Local - AEP Report	2018-19 Overall: 21.3% Disparity: 21.0% AA: 6.9% HIS: 15.3% WH: 23.7% EL: 24.7% SED: 9.6% SWD: 0.4% FY: 0.3% HM: 4.6%	2020-21 Overall: 17.54% Disparity: 17.54% AA: 10.10% HIS: 11.52% WH: 17.16% EL: 5.1% SED: 10.67% SWD: 1.54% FY: 0% HM: 3.68%	2021-22 Overall: 18.6% Disparity: 18.6% AA: 3.2% HIS: 16.5% WH: 20.9% EL: 0.7% SWD: 1.3% SED: 9.9% FY: 0.0% HM: 5.5%	2022-23 Overall: 16.5% Disparity: 16.5% AA: 6.3% HIS: 9.2% WH: 19.7% EL: 0.7% SWD: 1.2% SED: 7.7% FY: 0.0% HM: 14.4%	>30.3% Disparity <16%
College and Career Indicators (Early Assessment Program ELA): Percentage of grade 11	2018-19 Overall: 52.6% Disparity: 40.3%	2020-21 Overall: 28.8% Disparity: 25.0%	2021-22 Overall: 54.5% Disparity: 52.3%	2022-23 Overall: 55.2% Disparity: 51.4%	All: >59.6% Disparity: <30.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional). Metric Source: Local - CAASPP Scores	AA: 37.2% HIS: 42.3% WH: 57.2% EL: 37.2% SWD: 12.3% SED: 35.8% FY: 18.8% HM: 27.5%	AA: 10.2% HIS: 18.7% WH: 35.3% EL: 17.4% SWD: 6.7% SED: 15.8% FY: 9.5% HM: 3.8%	AA: 43.5% HIS: 41.8% WH: 61.5% EL: 2.2% SWD: 16.1% SED: 38.6% FY: 14.3% HM: 33.3%	AA: 36.2% HIS: 47.7% WH: 61.0% EL: 3.8% SWD: 14.1% SED: 40.6% FY: 42.9% HM: 29.6%	
College and Career Indicators (Early Assessment Program Math): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured by the Early Assessment Program (EAP). Metric Source: Local - CAASPP Scores	2018-19 Overall: 31.2% Disparity: 25.6% AA: 10.6% HIS: 18.2% WH: 35.8% EL: 20.7% SED: 16.3% SWD: 5.6% FY: 5.6% HM: 5.7%	2020-21 Overall: 17.0% Disparity: 17.0% AA: 3.7% HIS: 8.3% WH: 21.0% EL: 10.5% SED: 8.1% SWD: 2.6% FY: 0.0% HM: 1.5%	2021-22 Overall: 27.0% Disparity: 27.0% AA: 13.8% HIS: 12.0% WH: 32.9% EL: 1.5% SWD: 5.5% SED: 12.2% FY: 0.0% HM: 4.0%	2022-23 Overall: 27.1% Disparity: 25.5% AA: 8.2% HIS: 16.7% WH: 32.8% EL: 1.6% SED: 15.2% SWD: 3.2% FY: 7.1% HM: 6.5%	All: >38.2% Disparity: <15.6%
Broad Course of Study: Percentage of students in TK-5 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE. Metric Source: Local - Q-SIS	2019-20 92.8%	2021-22 89.8%	2022-23 90.2%	2023-24 Data not yet available.	>95%
Broad Course of Study: Percentage of students in 6-8 who receive a broad course of study based on enrollment in ELA, math,	2019-20 95.6%	2021-22 94.9%	2022-23 92.1%	2023-24 94.5%	Maintain Levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
science, social science, and PE. Metric Source: Local - Q-SIS					
Broad Course of Study: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation requirements in English language arts, math, science, social science, foreign language, physical education, and Visual and Performing Arts (VAPA). Metric Source: Local - Q-SIS	2019-20 English Language Arts: 96.9% Math: 85.5% Science: 75.9% Social Studies: 79.4% Foreign Language: 51.7% Visual and Performing Arts: 43.0% Physical Education: 60.2%	2021-22 English Language Arts: 95.4% Math: 87.1% Science: 74.5% Social Studies: 81.2% Foreign Language: 69.5% Visual and Performing Arts: 43.9% Physical Education: 60.7%	2022-23 English Language Arts: 94.5% Math: 89.5% Science: 80.2% Social Studies: 79.9% Foreign Language: 56% Visual and Performing Arts: 44.8% Physical Education: 59.9%	2023-24 English Language Arts: 95.7% Math: 91.3% Science: 84.2% Social Studies: 84.2% Foreign Language: 53.4% Visual and Performing Arts: 52.2% Physical Education: 60.1%	Maintain Levels
On Track for Graduation - Elementary Grades: Percentage of students who receive a 1 in English Language Arts or Math. Metric Source: Local - Q-SIS	2019-20 Overall: 23.1% Disparity: 23.2% AA: 32.1% HIS: 26.8% WH: 17.6% EL: 46.3% SED: 32.3% SWD: 25.8% FY: 37.6% HM: 39.4%	2021-22 Overall: 25.5% Disparity: 24.5% AA: 34.6% HIS: 29.3% WH: 18.2% EL: 50.0% SED: 34.4% SWD: 26.0% FY: 30.2% HM: 44.9%	2022-23 Overall: 23.9% Disparity: 22.1% AA: 34.1% HIS: 24.7% WH: 18.2% EL: 46.0% SED: 33.5% SWD: 26.2% FY: 38.8% HM: 41.4%	2023-24 Data not yet available.	<20.1% Disparity: <18.5%
On Track for Graduation - Middle School Grades: Percentage of students who receive a D/F. Metric Source: Local - Q-SIS	2019-20 Overall: 28.4% Disparity: 30.5% AA: 47.6% HIS: 37.3%	2021-22 Overall: 27.8% Disparity: 23.9% AA: 44.3% HIS: 33.7%	2022-23 Overall: 28.8% Disparity: 29.6% AA: 42.2% HIS: 37.7%	2023-24 Overall: 27.8% Disparity: 24.7% AA: 44.1% HIS: 35.3%	<21.4% Disparity: <23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	WH: 22.6% EL: 48.5% SWD: 41% SED: 40.4% FY: 47.2% HM: 58.9%	WH: 21.1% EL: 49.0% SWD: 31.4% SED: 38.2% FY: 50.0% HM: 51.7%	WH: 22.7% EL: 48.7% SWD: 30.3% SED: 40.8% FY: 48.1% HM: 58.4%	WH: 21.6% EL: 47.9% SWD: 32.2% SED: 38.0% FY: 50.0% HM: 52.5%	
On Track for Graduation - High School Grades: Percentage of students who receive a D/F. Metric Source: Local - Q-SIS	2019-20 Overall: 29.3% Disparity: 25.2% AA: 44.7% HIS: 38.3% WH: 25.0% EL: 50.3% SWD: 42.9% SED: 40.5% FY: 52.5% HM: 54.5%	2021-22 Overall: 30.2% Disparity: 24.8% AA: 47.4% HIS: 37.8% WH: 24.4% EL: 53.7% SWD: 40.2% SED: 42.0% FY: 44.7% HM: 55.1%	2022-23 Overall: 32.2% Disparity: 26.3% AA: 50.0% HIS: 41.0% WH: 26.1% EL: 54.6% SWD: 41.0% SED: 45.3% FY: 45.1% HM: 58.5%	2023-24 Overall: 28.2% Disparity: 23.3% AA: 42.0% HIS: 35.8% WH: 22.8% EL: 49.0% SWD: 36.2% SED: 39.5% FY: 44.9% HM: 51.5%	<22.3% Disparity: <19%

Goal #5

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator: Percent of students who graduate high school in 4 or 5 years. Metric Source: California School Dashboard - Graduation Rate Indicator	2018-2019 FY: 55.1% SWD: 66.9%	2018-2019 FY: 55.1% SWD: 66.9%	2021-22 FY: 65.5% SWD: 72.0%	2022-23 FY: 70.8% SWD: 77.5%	FY: >58.1% SWD: >69.9%
College/Career Indicator: The percentage of foster youth and students with disabilities who graduate from high school and are placed in the "Prepared" level on the College/Career Indicator.	2018-2019 FY: 2.0% SWD: 4.5%	2018-2019 FY: 2.0% SWD: 4.5%	2021-22 No Dashboard data available.	2022-23 FY: 12.5%	FY: >5% SWD: >7.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: California School Dashboard - College/Career Indicator					
English Language Arts State Assessment: Distance from standard met in ELA as measured by CAASPP.	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	N/A	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	2022-23 FY: 109.3 points below HM: 92.0 points below SWD: 102.5 points below	FY: <109.2 points below HM: <88 points below SWD: <104 points below
Math State Assessment: Distance from standard met in math as measured by CAASPP.	2021-22 FY: 154.7 points below HM: 127.1 points below SWD: 135.2 points below	N/A	2021-22 FY: 154.7 points below HM: 127.1 points below SWD: 135.2 points below	2022-23 FY: 157.2 points below HM: 128.4 points below SWD: 131.1 points below	FY: <151.7 points below HM: <124.1 points below SWD: <132.2 points below
Suspension Rate: Percent of students who have been suspended at least once in a given school year.	2021-22 FY: 25.2% HM: 11.9% SWD: 8.8%	N/A	2021-22 FY: 25.2% HM: 11.9% SWD: 8.8%	2022-23 FY: 21.2% HM: 10.8% SWD: 8.4%	FY: <24.8% HM: <11.5% SWD: <8.4%

Attachment F:
LCAP Goals, Actions, and Expenditures

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 12/11/23	Expenditures As of 1/8/24
1.1	Family and Community Engagement: Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	<ul style="list-style-type: none"> • Family engagement workshops • Family Resource Regional Hubs • FACE Mobile • Fingerprinting clinics • Neighborhood Learning Project • Family and Community Engagement (FACE) Personnel (multilingual) • Parent University, School Smarts, Family Literacy • Sierra Nevada Journeys Summer Academy • Two-way text messaging vendor 	EL, LI, FY	1,387,441	541,686
1.2	Workforce Diversity: Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	<p>Recruitment</p> <ul style="list-style-type: none"> • Focus on recruiting diverse staff at schools with diverse populations • Alder Teaching Academy <p>Retention</p> <ul style="list-style-type: none"> • Welcoming processes and systematize onboarding procedures <p>Support</p> <ul style="list-style-type: none"> • “Cultivating Leaders Program” - Career development of current and future leaders through mentorship and professional development 	EL, LI, FY	609,120	178,388
1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners (EL): Provide responsive programs, curriculum, and instruction to support various EL student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.	Bilingual Instructional Assistants (BIA) and Translators <ul style="list-style-type: none"> • English learner academic support • Primary language scaffolds • Provide access to critical information related to safety, instruction, and home school connections 	EL	3,721,649	1,207,659
1.4	Cultural Brokers: School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.	School Community Resource Assistants (SCRA) <ul style="list-style-type: none"> • Partner with outside agencies to support post arrival transition for Newcomers and refugees • Connect families and students with needed resources and tools to navigate the American system • Provide extra support in the form of expanded learning after school and on Saturdays to accelerate English language proficiency 	EL, LI	1,991,073	729,311
2.1	Multi-Tiered System of Supports for Social Emotional Health: Provide tier 1, 2, and 3 supports to sites through direct services to students along with professional development based on site need.	Counseling and Mentoring <ul style="list-style-type: none"> • Programs and services to support social, emotional, and mental health. 	EL, LI, FY	5,916,710	2,363,930

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
		<p>Regional Student Support Center staff* provide:</p> <ul style="list-style-type: none"> • Social emotional support to socioeconomically disadvantaged (SED) students** at schools with more than 40% priority students • Ongoing support to sites implementing Positive Behavioral Interventions and Supports (PBIS), Social emotional learning (SEL), and Restorative Practices (RP) <p>* Regional Student Support Center Staff: Counselors, social workers, psychologists, mental health therapists, social emotional support technicians, and nurses</p> <p>**SED students who struggle with self-regulation, social skills, or other social, academic, and behavioral areas</p>			
2.2	Prevention Services: Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	<p>Substance Abuse Prevention</p> <ul style="list-style-type: none"> • Staff professional development and student education programs such as Teen Intervene, Botvin's Life Skills, Friday Night Live <p>Bullying Prevention</p> <ul style="list-style-type: none"> • Staff to support social emotional learning programs and education for schools such as Second Step, Peer Mediators, Safe School Ambassadors, Safe School Buddies, classroom educational presentations, professional development <p>Immunization and Vaccination Opportunities</p> <ul style="list-style-type: none"> • Staff and resources to provide vaccinations at clinic • Collaborate with ELICA Health Centers for vaccination and overall student health support • Collaborate with Sacramento County Public Health to increase vaccination opportunities <p>Vision to Learn</p> <ul style="list-style-type: none"> • Vision screening stations at 7 prioritized schools based on unduplicated count and grades served 	EL, LI, FY	658,395	149,638
2.3	Inclusive School Climate and Equity: Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	<p>College and Career Readiness</p> <ul style="list-style-type: none"> • Bridge programs, mentoring, and college fairs • Partnership with Equal Opportunity Schools (EOS), Early Academic Outreach Program (EAOP), United College Action Network (UCAN) <p>Mentoring</p> <ul style="list-style-type: none"> • Wrap-around support services and programs for students such as Improve Your Tomorrow (IYT), United College Action Network (UCAN), Sacramento Area Youth Speaks 	EL, LI, FY	2,194,980	569,684

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
		<p>(SAYS), Academic Talent Search (ATS), Project Optimism, Where Everybody Belongs (WEB), Black Girls Support Network (BGSN), Girls Empowerment Mentoring and Support (GEMS)</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Training on cultural responsiveness and equity • Curriculum and materials that reflect the diversity of ideas and norms within a multicultural and multiethnic society • Celebrating Black Excellence (Nicodemus Ford) <p>Student Voice, Advocacy, and Leadership</p> <ul style="list-style-type: none"> • San Juan Youth Voice Advocates (SJYVA), Students with a Voice (SWAV), Black Student Union (BSU), Superintendent's Student Advisory Council (SSAC), Black Visionaries in Leadership (BVL), PRIDE PAK, district council 			
2.4	School Climate Improvement: Provide professional development to support sites with student engagement and alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	<p>School Site PD</p> <ul style="list-style-type: none"> • Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), CASEL Social Emotional Learning (SEL) <p>Learning Support Team</p> <ul style="list-style-type: none"> • PD, materials, and supplies to remove barriers to learning such as transportation, attendance, family engagement, transiency, social-emotional and academic interventions, and trauma 	EL, LI, FY	338,791	114,954
2.5	School Site Supports for Safe Environments: Staff to improve safety, security, supervision, relationships, and connections with priority student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	<p>Safety, Security, Planning, and Training</p> <ul style="list-style-type: none"> • 9 Community Safety Specialists • Support sites with development, implementation and training of site safety plans and behavior response plans • Collaborate with staff to address safety concerns, identify and implement anger/stress relief resources and strategies, improve problem solving and student engagement <p>Campus Supervision, Relationships</p> <ul style="list-style-type: none"> • Campus Safety Monitor, School Community Specialist, School Playground Recreation Aide 	EL, LI, FY	4,624,992	1,247,444
3.1	Math: Support practitioners in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Strategies to incorporate real-world problem-solving situations, and equitable access to learning for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	<p>iReady</p> <ul style="list-style-type: none"> • iReady lessons and diagnostics • PD, workshops, tech support <p>Math Support</p> <ul style="list-style-type: none"> • Math Recovery 	EL, LI, FY	665,112	562,736

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
		<ul style="list-style-type: none"> PD, workshops, coaching, curriculum development, lesson study, drop-in support, and network collaboration <p>Staffing</p> <ul style="list-style-type: none"> Academic intervention support for K-8 Title I sites 			
3.2	Literacy: Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	<p>Kindergarten Reading Screener</p> <ul style="list-style-type: none"> Universal screener to assess students' phonological awareness to determine an early risk factor for dyslexia <p>Literacy Professional Development</p> <ul style="list-style-type: none"> Evidence-based literacy instruction Instruction related to ELA and history-social science framework Effective instructional practices such as UDL 	EL, LI, FY	89,042	29,200
3.3	Intervention: Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	<p>Multi-Tiered System of Support (MTSS)</p> <ul style="list-style-type: none"> Monitor and provide targeted Tier 1 and 2 academic interventions through a MTSS <p>Tutoring</p> <ul style="list-style-type: none"> Targeted small group instruction to students outside school hours 	EL, LI, FY	392,708	324,595
3.4	Middle and High School Integrated Math Support: Provide middle and high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs.	<p>Math 6th-IM1 Support</p> <ul style="list-style-type: none"> Programs and staff for additional instruction, remediation, and opportunities to learn mathematical concepts <p>Class Size Reduction</p> <ul style="list-style-type: none"> Staffing to reduce IM1 class sizes <p>Student/Counselor Ratio</p> <ul style="list-style-type: none"> Additional high school counselor FTE for academic and social emotional support 	EL, LI, FY	1,388,552	603,591
3.5	Integrated and Designated English Language Development (ELD): Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	<p>Integrated and Designated ELD PD</p> <ul style="list-style-type: none"> Guided Language Acquisition Design (GLAD) Standards and effective instructional strategies Language acquisition and content knowledge <p>Designated ELD courses, staff, and supplemental materials</p>	EL, LI, FY	9,754,882	4,127,856
3.6	Science: Support implementation of Next Generation Science Standards (NGSS), including professional learning for NGSS-aligned instructional materials, focusing on equitable access, engagement, and relevancy for all students.	<p>NGSS PD</p> <ul style="list-style-type: none"> Support with new instructional materials Develop literacy skills and culturally responsive practices 	All Students	89,193	5,391

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
3.7	Supplemental Arts and Physical Fitness: Provide access to before and after school programs, especially for our priority student groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	PD, Enrichment, Materials and Supplies <ul style="list-style-type: none"> ● Before and after school programs ● Professional learning ● Enrichment Activities: Cultural events and field work ● Equipment, Materials, Supplies, Musical instruments 	EL, LI, FY	56,800	27,874
3.8	Academic Supports: Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data analysis, designated and integrated ELD, and implementation of Guided Language Acquisition Design (GLAD) strategies for integrated ELD.	Central staffing to support implementation of: <ul style="list-style-type: none"> ● Content standards using UDL framework ● Use of ELD standards with ELA standards, designated and integrated ELD, and use of EL data. ● Project GLAD PD and incorporation of GLAD strategies for integrated ELD 	EL, LI, FY	1,704,450	718,453
3.9	School Site Innovation: Provide support to Title I schools focused on academic and social-emotional learning (i.e., instructional administrative support, co-teaching model, newcomer support).	<ul style="list-style-type: none"> ● Instructional Administrative support (Vice Principals) ● Dyer-Kelly co-teaching and newcomer program 	EL, LI	2,699,939	1,286,541
3.10	Professional Growth: In collaboration with San Juan Teachers Association (SJTA), provide peer support and training to new and veteran teachers in a system of professional growth.	<p>Center for Teacher Support (CTS)</p> <ul style="list-style-type: none"> ● Support for first year teachers, interns, teachers with emergency credentials <p>System of Professional Growth (SPG)</p> <ul style="list-style-type: none"> ● Support for veteran teachers <p>Beginning Teacher Support and Assessment/Peer Assistance Review (BTSA/PAR)</p> <ul style="list-style-type: none"> ● Support for teachers not meeting standards 	EL, LI, FY	3,596,114	1,507,432
3.11	Instructional and Support Services: Provide instructional and support services for all students, and ensure staff are properly credentialed and appropriately assigned.	Certificated, classified, management staff not funded using LCFF supplemental that provide direct and support services to students	All Students	308,523,359	153,708,378
3.12	American Indian Education Program: This program addresses the unique cultural, language, and education related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups, and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations.	<ul style="list-style-type: none"> ● Tutoring ● Reading groups ● Classroom visits ● Cultural programs and events ● College prep programs ● Scholarship writing ● Student support and advocacy ● Milestone celebrations 	LI, AI	30,943	6,261

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
4.1	<p>School Counseling: Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness (CCR), academic and social emotional learning.</p>	<p>Counseling to Support Graduation, CCR, SEL</p> <ul style="list-style-type: none"> • Staffing to reduce student-counselor ratio • Develop and maintain a K-12 school counseling curriculum handbook, scope and sequence, and framework for Tier 1 lessons • Provide K-12 school counseling curriculum to all students (Tier 1) • Training for Transition Plans/Course of Study for students with Individual Education Plans (IEP) on Certificate of Completion <p>State Seal of Civic Engagement</p> <ul style="list-style-type: none"> • Create pathway to civic seal for 5th, 8th, 11th, and 12th grade students aligned to CCR indicator requirements 	EL, LI, FY	2,189,036	982,682
4.2	<p>Alignment of Resources for English Learner (EL) Programs and Services: Align interpreters and bilingual assistants to the six most commonly spoken languages other than English to support the academic success of our ELs and newcomers. Provide programs to meet the needs of specific populations: newcomers, long-term English learners (LT-ELs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent teacher conferences, etc. Translators to support students and families with Individualized Education Plan (IEP), enrollment, translation of documents, and interpretation.</p>	<p>Adult Ed Classes</p> <ul style="list-style-type: none"> • Provide English instruction for adults at multiple locations around the district <p>EL Central Support to Sites</p> <ul style="list-style-type: none"> • Monitor newcomer enrollments • Identify English Learners • Schedule for ELPAC testing • TOSA for ELPAC administration, placement, and training • Transition support for new students • Enrollment in appropriate programs <p>World Language Proficiency Validation</p> <ul style="list-style-type: none"> • Provide ELs in grades 9-12 the opportunity to take a WL proficiency exam • Communicate to EL students and families about the opportunity to take a WL proficiency exam 	EL	1,194,876	368,563
4.3	<p>Post-Secondary Opportunities and Exposure: Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduation.</p>	<p>Test Fees</p> <ul style="list-style-type: none"> • Subsidize cost of Advanced Placement (AP) and International Baccalaureate (IB) test fees for socioeconomically disadvantaged qualified students • Subsidize cost of PSAT/NMSQT test fees for 10th and 11th grade students <p>Naviance</p> <ul style="list-style-type: none"> • Provide students with post-secondary planning support at high and middle density high schools • College Career Technicians to support Naviance lessons and engagement 	EL, LI, FY	742,718	260,242

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
		<p>Equal Opportunity Schools (EOS)</p> <ul style="list-style-type: none"> Increase enrollment of African American students in AP and IB courses <p>Dual Enrollment</p> <ul style="list-style-type: none"> Provide priority student groups in high school opportunity to complete college coursework 			
4.4	Alternative Education and Credit Recovery: Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.	<p>Alternative Continuation School (11th-12th)</p> <ul style="list-style-type: none"> Independent study school, continuation school, and an alternative independent school as an alternative to comprehensive high schools <p>Credit Recovery</p> <ul style="list-style-type: none"> APEX, Extended Year Intersession, and Independent Study options for: <ul style="list-style-type: none"> Grade Improvement and credit recovery All students and especially Newcomer and Long Term English Learner (LTEL) students <p>Early Childhood Education</p> <ul style="list-style-type: none"> Subsidize early childhood education program fees for low-income parents and pregnant teens. Provide infant toddler child care for parenting students. 	EL, LI, FY	2,562,649	942,673
4.5	Summer Opportunities and Enrichment: Intervention and enrichment opportunities for students who are at risk from not being on grade level.	<p>Summer Math Programs - Math Camp, Camp Invention, ELPAC Bootcamp, after school tutoring</p> <ul style="list-style-type: none"> Intervention for students who are at risk from being on grade level in grades 3-6 Focus on literacy, academic discourse, and communicating reasoning through interactive and engaging Science, Technology, Engineering, Mathematics (STEM) projects <p>Newcomer and Long-term English Learner (LTEL) Summer School</p> <ul style="list-style-type: none"> Newcomer - Focus on language acquisition and connectedness to school LTEL - Credit recovery (APEX), language acquisition, and engagement 	EL, LI, FY	644,092	1,000,129
4.6	Early Childhood Education: Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.	<p>Transition into Kindergarten</p> <ul style="list-style-type: none"> Camp Kinder: 10 day camp prior to first day of kindergarten Teacher on Special Assignment (TOSA) to coordinate, monitor, and implement camp <p>Professional learning around early literacy and transition from preschool to kindergarten</p>	EL, LI, FY	266,161	103,948

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
4.7	Advancement Via Individual Determination (AVID): Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.	AVID <ul style="list-style-type: none"> • Special outreach and recruitment of priority student groups in 7th-12th grade (e.g. first in family to attend college, EL, LI, FY) • Tutors and instructional supports for students • PD and AVID Summer Institute for teachers 	EL, LI, FY	1,934,712	775,298
4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement: Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.	CTE <ul style="list-style-type: none"> • 6th-12th grade - Exposure to CTE pathways through school presentations, counselors, districtwide events • 9th-12th grade - Funding for CTE programs 	All Students	4,094,390	1,984,662
4.9	K-8 College and Career Strength Finding/Career Planning & Support: Support students in grades TK-8 in student career planning to include social-emotional awareness, strengths finder, and self-discovery as they relate to and support the college and career Indicators.	Naviance Strengths Explorer for K-8 <ul style="list-style-type: none"> • Strengthsfinder assessment to support awareness of strengths connected to College and Career Indicator • Pathway to Naviance engagement in grades 9-12 	EL	20,000	0
4.10	District System Supports for Continuous Improvement: Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for priority student groups. This includes staffing, professional learning, and supplies.	<ul style="list-style-type: none"> • Staffing, professional learning, and supplies to support district and school staff with understanding and implementing continuous improvement practices and processes. • Strengthening SPSA Community of Practice • Unified Insight Data Dashboard • LCFF Supplemental site allocations 	EL, LI, FY	8,018,893	2,193,477
5.1	Foster Youth Staffing and Services: Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students.	Provide sufficient staff and resources focused on: <ul style="list-style-type: none"> • Chronic Absenteeism: Collaborate with the Attendance Improvement Program (AIP) and McKinney-Vento (MKV) staff, and alternative education programs in SJUSD • Graduation Rate: Rapid enrollment, credit review, tutoring, credit recovery, AB167 eligibility, social-emotional supports, translators and interpreters for communication, maintain accurate records of FY • Post-Secondary Attendance: Collaboration with FY local agencies, community colleges, Career Technical Education providers 	FY	1,647,411	721,955
5.2	Student Lists: Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes.	Student Records <ul style="list-style-type: none"> • Review state CALPADS student information database report for discrepancies • Update local San Juan Q-SIS student information database 	FY, HM	11,676	7,711
5.3	Special Outreach: Identify, recruit, place, and support foster youth and students with disabilities in AP, IB, CTE, Military Science, A-G, tutoring, dual enrollment, credit recovery courses/classes.	Admissions <ul style="list-style-type: none"> • Notification to FY team when new FY student enrolls • Sharing information with FY and HS counselors • Appropriate placement 	FY, SWD	10,000	644

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
		<p>Enrollment Meeting</p> <ul style="list-style-type: none"> Include FY counselor and case manager if student has IEP Share available resources, programs, and services <p>Naviance</p> <ul style="list-style-type: none"> Provide targeted support to FY in developing a 4-year plan Training for FY counselors to use Naviance <p>Professional Learning/Family Engagement</p> <ul style="list-style-type: none"> Connect teachers and families to FY resources, programs, and services Unconscious bias training 			
5.4	Inclusive Practices: Support general and special education teams through professional learning and collaboration time to increase the use of inclusive practices for students with disabilities in general education environments.	<p>Co-Teaching Model</p> <ul style="list-style-type: none"> General and special education teachers Access to learning and inclusive practices in general education classroom Professional learning <ul style="list-style-type: none"> UDL practices imbedded in all trainings Support effective and consistent co-teaching practices across schools Partnership with WestEd Collaboration time Central support for implementation of content standards to K-12 staff through the lens of a UDL framework 	SWD	220,000	42,877
5.5	Enrollment in General Education: Revise student code process for students with disabilities to access required general education courses and meet graduation requirements.	<p>Staffing:</p> <ul style="list-style-type: none"> Access to general education classroom setting All students (general and special education) included in student-to-staff ratio Create opportunities for SWD to participate in core and elective classes 	SWD	0	0
5.6	Program and Service Alignment: Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	<p>MTSS</p> <ul style="list-style-type: none"> Collaboration between departments: Student Support Services, MTSS, Adult Education/School to Career Office Preventative interventions and supports to address students' academic and behavioral needs. Minimize special education assessment referrals of students whose needs are not special education related. <p>Staffing</p> <ul style="list-style-type: none"> Behavior Support Assistants - IA2 for TK Inclusion Classrooms 	EL, LI, FY, HM, AA, SWD	425,471	122,319

Goal / Action #	Action Title and Description	Examples of Programs and Services Included in Action	LCFF Priority Student Group	Current Budget As of 1/9/24	Expenditures As of 1/9/24
5.7	Instructional Assistant Staffing: Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	Provide SWD support during the school day and in the classroom	SWD	265,660	103,757
5.8	Homeless Youth Staffing and Services: Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	<ul style="list-style-type: none"> ● Staff: School Community Worker ● MKV staff coordinating with the district's Attendance Improvement Program and Multi-Tiered System of Supports ● Provide homeless/McKinney-Vento students and families resources, supports, and interventions at regularly scheduled meetings in home language ● Provide short-term transportation to MKV and FY using ride service contract ● SacRT passes ● Retrofit Student Support Services Mobile 	LI, HM	867,264	321,100
5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI): Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.	Network Improvement Communities <ul style="list-style-type: none"> ● Nicodemus Ford consulting contract ● Timecards for school teams to participate ● Small group and 1:1 support ● Aligning and integrating CSI and ATSI plans with School Plan for Student Achievement (SPSA) ● District Focus Support - Suspension of students with disabilities who are African American ● School Focus Support - Based on Dashboard data 	EL, LI, FY, HM, SWD, AA	60,000	50,000

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

AGENDA ITEM: I-3

MEETING DATE: 02/13/2024

SUBJECT: 2023-24 Local Control and Accountability Plan (LCAP)
Mid-year Update – Choices Charter School

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

DEPARTMENT: Admissions and Family Services

ACTION REQUESTED:

The superintendent is recommending a mid-year update to the board regarding the Choices Charter School 2023-24 LCAP.

RATIONALE/BACKGROUND:

The 2021-2024 LCAP is a three-year plan that supports the continuous improvement of student performance within the eight state priorities, with an emphasis on English learner, low income, and foster youth students. The LCAP is updated yearly based on a review of state and local data, input gathered from consulting with our educational partners, and research. The governing board adopted the Choices Charter School 2023-24 LCAP on June 27, 2023. The LCAP mid-year update includes available mid-year data and expenditures related to metrics and actions in the 2023-24 LCAP.

ATTACHMENT(S):

- A: Choices 23-24 Mid-Year LCAP PowerPoint
- B: Choices LCAP Successes and Challenges
- C: Choices LCAP Dashboard Indicators
- D: Choices LCAP Metrics and Data
- E: Choices LCAP Goals, Actions, Expenditures

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 06/27/2023

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$2,826,400.

Additional Budget: \$0

Funding Source: Base, Supplemental, and Categorical Funds

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: All Focus: N/A

Action: All

Strategic Plan: N/A

PREPARED BY: Brent Givens, School Director, Choices Charter School
Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services 
Amy Slavensky, Ph.D., Interim Deputy Superintendent
Melissa Bassanelli, Superintendent of Schools 

Local Control and Accountability Plan (LCAP)

2023-24 Mid-Year Update

Choices Charter School



Presented to Board of Education
February 13, 2024



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Agenda

This update includes:

- School Profile
- Metrics and Data
- Budget overview of LCAP funding sources and expenditures
- Update on implementation of LCAP actions identified in the 2023–24 LCAP





Who are we?



- A free public charter school authorized by the San Juan USD
- Independent Study Charter School w/ Online Curriculum & Optional in-person support classes
- We serve 6th – 12th grades with approx. 290 students
- Small Campus / Positive & Safe Climate
- Fully accredited by WASC (6-year term)
- Full course catalog with CTE, AP & VAPA courses



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- Address the needs of all students with an emphasis on our English learner, low income, and foster youth students.



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Educational Partner Engagement for LCAP

Choices promotes community engagement through collaboration with the following educational partners:

- Advisory Council, consisting of teachers, parents, students, school administration, classified employees, and community members
- Family Focus Groups
- Parents and Students
- School Leadership Team
- School staff
- San Juan Unified School District



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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School Focus and Key Themes

All students, including Socioeconomically Disadvantaged Students, English Learners, and Foster Youth, benefit from the focus on and implementation of:

- Expanded Tutoring Services
- College & Career Planning Support
- School Community Engagement
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support for Students
- Safe, Flexible & Caring Learning Environment



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Attachments

- B: 2023 Successes & Challenges/Areas of Growth
- C: 2023 CA School Dashboard School Indicator Results
- D: 2023-24 LCAP Metrics and Data
- E: LCAP Goals, Actions, and Expenditures



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Successes

- Choices educates all students in an equitable manner.
- Choices students typically enroll with deficiencies in skills and credits but grow academically while at CCS and graduate within five years.
- Students feel safe and cared for at Choices.
- While many Choices students cite anxiety as a primary reason for enrolling, more than half of them later state that they feel less anxiety since they enrolled at CCS.



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Challenges / Areas of Growth

- College Career Indicator (College & Career Readiness)
- Math CAASPP Scores (Math Proficiency)



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Dashboard Indicator Data

Performance indicators from the California School Dashboard released on December 15th, 2023.

English Language Arts



Orange

Mathematics



Red

Chronic Absenteeism



Orange

Suspension Rate



Blue

Graduation Rate



Orange

English Learner Progress



No Performance Color

College/Career



Low

LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Budget Overview

Funding Source	As Adopted in 2023-24 Budget Overview for Parents
Total LCFF Base Funds	\$2,893,072.00
LCFF Supplemental	\$294,052
LCFF Concentration Grant	\$0
All Other State Funds	\$362,312.00
All Local Funds	\$10,000.00
All Federal Funds	\$0
Total Projected Revenue	\$3,559,436.00
Total Budgeted General Fund Expenditures	\$2,826,400.00



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Expenditure Update

Approved LCAP Budget As of 6/27/23	LCAP Expenditures as of 1/19/24
Goal #1 = \$472,465.30	\$214,922.89
Goal #2 = \$48,108.59	\$24,726.23
Total Budgeted = \$520,573.89	Total Spent = \$239,649.12



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Next Steps



Analyze:

- Identify educational partner key themes
- Review state and local data
- Review state laws and requirements

Revise:

- Develop new goals to align with state requirements
- Refine actions to align with goals and metrics
- Target funds strategically

Present:

- Present plan to Advisory Committee for review and comment
- Present plan to local governing board at a public hearing for review, comment, and adoption



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Board Discussion



LOCAL CONTROL AND ACCOUNTABILITY PLAN - CHOICES CHARTER SCHOOL

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Attachment B: Success & Challenges/ Areas of Growth

Successes

1) Choices educates all students in an equitable manner.

A. 2023 **CAASPP scores** of CCS's All Students and Student Subgroups demonstrate that Choices' educational program is both *effective and equitable*:

- **CCS All Students:**
 - ✓ Outperformed the State of California in Science
- **CCS Socioeconomically Disadvantaged Students:**
 - ✓ Outperformed the State of California in English Language Arts & Science
 - ✓ Performed as well as CCS All Students in English Language Arts & Math
- **CCS Students with Disabilities:**
 - ✓ Outperformed the State of California in English Language Arts & Science
- **CCS English Learners (Ever-EL Students):**
 - ✓ Outperformed the State of California in Science
 - ✓ Outperformed CCS All Students in Science

B. 2023 **Graduation Rates** also demonstrate the *equitable nature* of the CCS program. CCS's Student Subgroups graduate at rates about the same or greater than CCS's All Students.

- CCS All Students: 76%
- CCS Socioeconomically Disadvantaged Students: 74%
- CCS Students with Disabilities: 82%

C. 2023 **Student Satisfaction Survey results** confirm the *equitability* of the program:

- 95% of students report that the program serves all students in an equitable (fair, unbiased, non-discriminatory) fashion.
- 94% of students feel accepted and included.

2) Choices students typically enroll with deficiencies in skills and credits but grow academically while at CCS and graduate within five years.

A. 2022-23 **iReady data** demonstrates *academic growth* experienced by Choices students after one semester of continuous enrollment:

- The same or greater percentage of students perform at or above grade level:
 - ✓ Reading: 41% vs. 41%
 - ✓ Math: 16% vs. 23%
- Fewer students perform at two or more years behind grade level:
 - ✓ Reading: 43% vs. 39%
 - ✓ Math: 63% vs. 47%

3) Students feel safe and cared for at Choices.

A. Data from the 2023 **Students School Satisfaction Survey** and the 2023 **Students with Disabilities Attitude Survey** demonstrates that students feel safe and cared for while they learn.

- 98% of All Students and 91% of Students with Disabilities report that they feel safe on campus.
- 97% of All Students feel that the Choices staff is caring and responsive to student needs.

4) While many Choices students cite anxiety as a primary reason for enrolling, more than half of them later state that they feel less anxiety since they enrolled at CCS.

A. Data from the 2023 **Students School Satisfaction Survey** and the 2023 **Students with Disabilities Attitude Survey** demonstrates that students experience less anxiety at Choices.

- 57% of All Students and 56% of Students with Disabilities report that they have experienced less anxiety since enrolling at Choices.

Challenges / Areas of Growth:

The following data points lag behind state averages; *Choices is aware of these areas of need and is focused on growth through targeted action.* LCAP funds will continue to target these areas of need where Choices expects to experience incremental growth.

1) College Career Indicator (College & Career Readiness)

A. Choices is actively promoting, through its WASC Graduation Outcomes, the accomplishment of individual goals through college and career planning and timely graduation. This process involves various practices, activities, and academic assignments that raise awareness, require reflection, and promote practical decision-making that builds a path toward the accomplishment of long-term objectives.

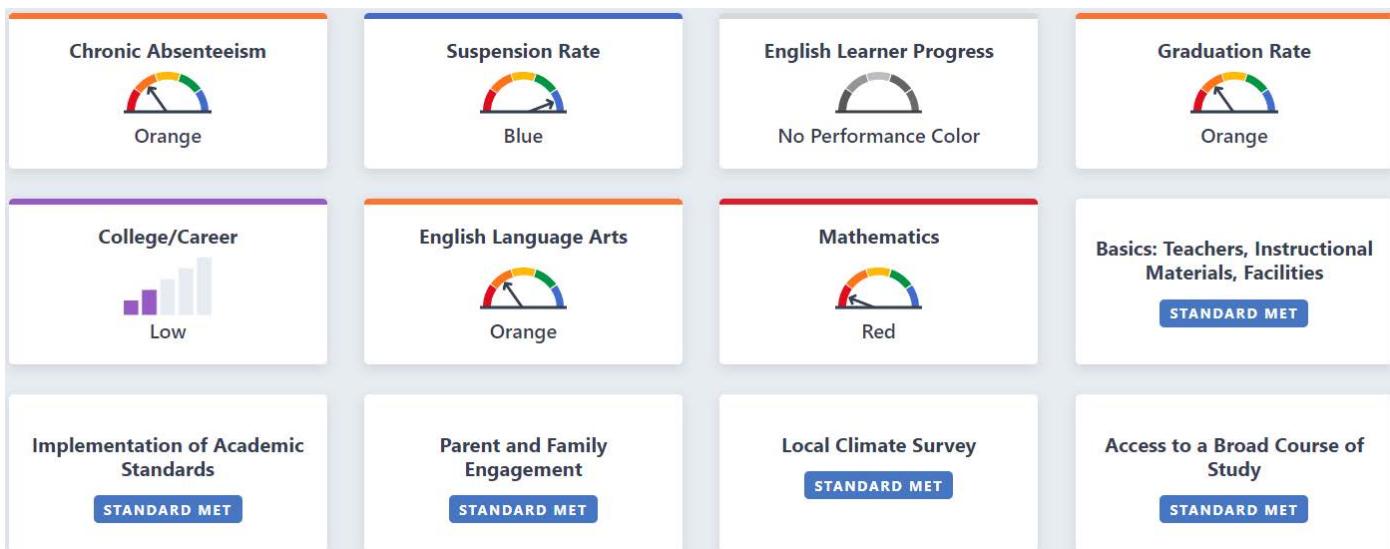
2) Math CAASPP Scores (Math Proficiency)

A. Two new dedicated Math teachers meet students where they are and assist them, with innovative practices and the support of a full-time tutor, to build skills while completing homework assignments. New Math courses that allow students to complete graduation requirements at a slower pace support students who need additional instruction, support, and practice of concepts.

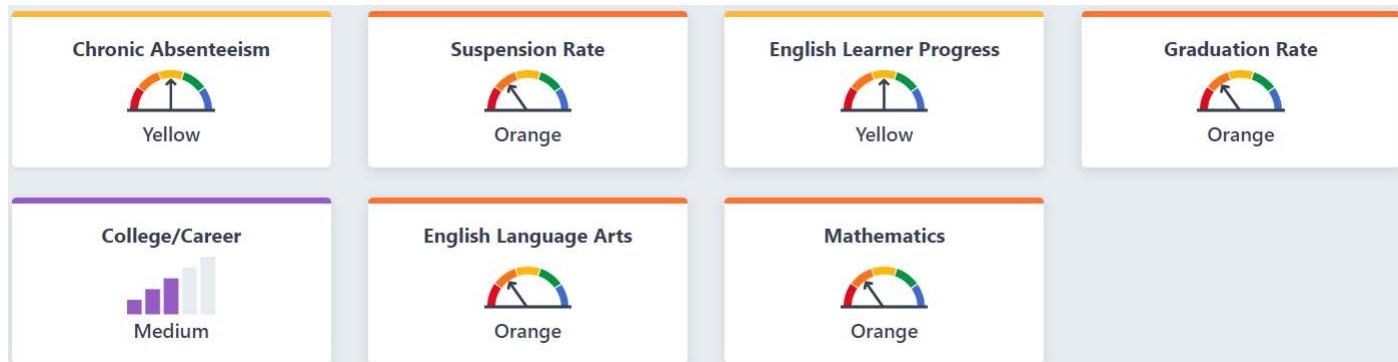
Attachment C:

2023 California School Dashboard Data

San Juan Choices Charter School



State of California

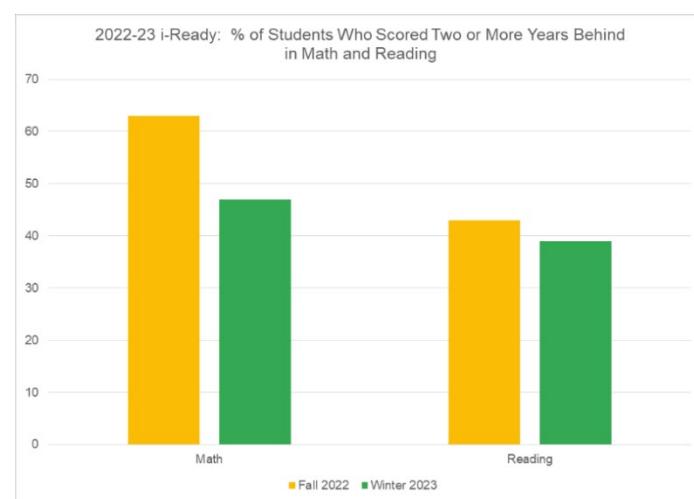
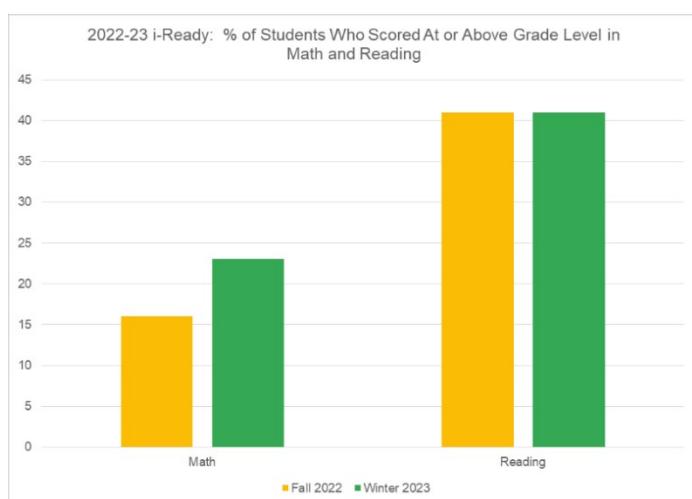


In Summary:

- All standards for the Local Indicators were met.
- The CCS Suspension Rate indicator was Very High (Blue) - a consistent area of strength at Choices, whereas the California State Suspension Rate was Low (Orange).
- The Graduation Rate was Low (Orange) at CCS and throughout the state. CCS's Graduation Rate is always significantly affected by many students who arrive during the second half of high school with credit deficiencies from their previous schools. These students typically graduate but need additional time to do so. In 2023, 52% of graduates

stated that they would not have graduated from high school had they not enrolled at Choices.

- English Language Arts proficiency was Low (Orange) at CCS, as well as throughout the state.
- CCS's Chronic Absenteeism lagged behind the state by less than one percent but placed in the Low (Orange) category, while the state placed in the Medium (Yellow) category.
- Mathematics proficiency levels were in the Very Low (Red) category, lagging behind the state, which placed in the Low (Orange) category. Math proficiency is consistently a challenge at Choices. Students typically enroll with significant gaps in skills and make progress once enrolled. Recent i-Ready data shows that students build skills quickly once at Choices, but this growth is not readily detected on CAASPP exams. About 70% of students have been at Choices for just one or two semesters when they take their CAASPP exams, so CAASPP scores are only a partially accurate reflection of the effectiveness of the education that Choices provides.
- CCS's College/Career Indicator (CCI) was Low, while the state placed in the Medium category. Because Choices students often face more obstacles to their academic success than the average student, most prefer to pursue a more gradual approach to college and career, choosing to continue to community college, vocational school, or the work force after graduation. These options do not require students to participate in most of the activities that would qualify them as "Prepared" on the Dashboard. Though this reality limits CCS's ability to match state CCI averages, CCS recognizes that some growth in this area is needed.
- i-Ready data demonstrates CCS's ability to build skills in students who enroll with significant deficiencies in Math and Reading. The graphs below illustrate student growth that took place during Fall 2022. The first set of graphs measures growth in the percentage of students who scored at or above grade level; the second set of graphs measures a reduction in the percentage of students who scored two or more years behind.



Attachment D:

LCAP Metrics & Data

Graduation Rate

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
Graduation Rate <small>(Five-Year Cohort Graduation Rate on CDE Dataquest) of Socioeconomically Disadvantaged Students</small>	75% in 2020	76%	78%	74%	78%
Graduation Rate <small>(Five-Year Cohort Graduation Rate on CDE Dataquest) of English Learners</small>	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2022 due to insignificant sample size.	No data available for this student subgroup in 2023 due to insignificant sample size.	76%

SBA ELA

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
SBA ELA Achievement Gap between Socioeconomically Disadvantaged Students and All Students in % that Met or Exceeded Standard	-6% points in 2019 (6% points <i>below</i> performance of All Students) No data available in 2020.	+7% points (7% points <i>above</i> performance of All Students)	-9% points (9% points <i>below</i> performance of All Students)	0% points (no achievement gap from All Students) in 2023	-3% points (3% points <i>below</i> performance of All Students, or better)
SBA ELA Achievement Gap between English Learners (Ever-EL) and All Students in % that Met or Exceeded Standard	-2% points in 2019 (2% points <i>below</i> performance of All Students) No data available in 2020.	+19% points (19% points <i>above</i> performance of All Students)	-1% points (1% point <i>below</i> performance of All Students)	-15% points (15% points below performance of All Students) in 2023	0% points (no achievement gap from All Students, or better)

SBA Math

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
SBA Math Achievement Gap between <i>Socioeconomically Disadvantaged Students and All Students</i> in % that Met or Exceeded Standard	-8% points in 2019 (8% points below performance of All Students) No data available in 2020.	+11% points (11% points above performance of All Students)	-9% points (9% points below performance of All Students)	0% points (no achievement gap from All Students) in 2023	-5% points (5% points below performance of All Students, or better)
SBA Math Achievement Gap between <i>English Learners (Ever-EL)</i> and All Students in % that Met or Exceeded Standard	+3% points in 2019 (3% points <i>above</i> performance of All Students) No data available in 2020.	+9% points (9% points <i>above</i> performance of All Students)	-3% points (3% points <i>below</i> performance of All Students)	-8% points (8% points below performance of All Students) in 2023	0% points (no achievement gap from All Students, or better)

College Career Indicator

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
College Career Indicator Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in % that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report	-5% points in 2020 (5% points <i>below</i> performance of All Students)	No data published for this metric in 2021.	No data published for this metric in 2022.	-4% points (4% points below performance of All Students) in 2023.	-2% points (2% points <i>below</i> performance of All Students, or better)
College Career Indicator Achievement Gap between <i>English Learners</i> in % that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report	No data available for this student subgroup in 2019 or 2020 due to insignificant sample size.	No data published for this metric in 2021.	No data published for this metric in 2022.	No data published for this metric in 2023.	0% points (no achievement gap from All Students, or better)

Chronic Absenteeism

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
Chronic Absenteeism- Achievement Gap between <i>Socioeconomically Disadvantaged Students and All Students</i> in % of Chronic Absenteeism in grades 6-8 per CDE DataQuest	+4% points in 2019 (4% points <i>above</i> performance of All Students.) No data published in 2020.	+7% points (7% points <i>above</i> performance for All Students.)	+6% points (6% points <i>above</i> performance for All Students.)	0% points (no achievement gap from All Students) in 2023	-2% points (2% points <i>below</i> performance of All Students, or better)
Chronic Absenteeism- Achievement Gap between <i>English Learners and All Students</i> in % of Chronic Absenteeism in grades 6-8 per CDE Dataquest	No data available for this student subgroup in 2019 due to insignificant sample size. No data published in 2020.	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2022 due to insignificant sample size.	0% points (no achievement gap from All Students) in 2023	0% points (no achievement gap from All Students, or better)

Students w/ Disabilities Attitude Survey

Metric	Baseline (2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
Students with Disabilities Attitude Survey <i>% of Students with Disabilities surveyed at the end of each school year who reported that they felt less anxiety since enrolling at Choices</i>	64%	Survey not administered in 2021.	43%	56%	67% (or more)

Student School Satisfaction Survey

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Mid-Year Outcome Data	Desired Outcome for 2023–24
Student School Satisfaction Survey <i>% of All Students returning in fall, each year, who reported that they felt less anxiety since enrolling at Choices</i>	58%	43%	53%	57%	61% (or more)
Student School Satisfaction Survey <i>% of All Students returning in fall, each year, who reported that they felt safe on campus the previous year</i>	96%	100%	100%	98%	90% (or more)



Attachment E: LCAP Goals, Actions, Expenditures

Goal / Action Title	Total Funds Budgeted	Mid-Year Expenditures
Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.		
Tutoring	\$107,353.70	\$47,647.12
College & Career Planning Support	\$22,549.55	\$10,118.50
Community Enhancements	\$53,941.80	\$21,750.99
Technology Resources	\$56,902.00	\$17,949.60
Miscellaneous Support	\$231,718.25	\$117,456.68
Goal 2: Foster a respectful, collaborative, and reflective school culture that ensures academic success and social/emotional well-being of each student.		
Identify, Support, and Track Progress of Students with Anxiety	\$1,173.59	\$586.79
Mental Health Support for Students	\$46,935.00	\$24,139.44
All Actions	\$520,573.89	\$239,649.12

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

AGENDA ITEM: I-4

MEETING DATE: 02/13/2024

SUBJECT: Board Policy 0410 Revisions

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

DEPARTMENT: Legal Services

ACTION REQUESTED:

The superintendent is recommending that the board discuss the proposed revisions to Board Policy 0410 Nondiscrimination in District Programs and Activities and the new accompanying exhibit.

Action Anticipated: February 27, 2024

RATIONALE/BACKGROUND:

Based on the feedback received from the board at the January 9, 2024, meeting, the proposed revisions include revisions from the board, required changes to reflect existing law, and logistic recommendations recommended by California School Boards Association (“CSBA”).

ATTACHMENT(S):

- A: Proposed revisions to Board Policy 0410 Nondiscrimination in District Programs and Activities
B: Exhibit

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 01/09/2024

Superintendent’s Cabinet: 12/18/2023, 02/05/2024

PREPARED BY: Fhanysha C. Gaddis, General Counsel, J.D., MPP *FCG*

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

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

Printed: 11/13/2023 12:59 PM

Policy 0410: Nondiscrimination In District Programs And Activities**Status:**
ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 04/25/2023 | Last Reviewed Date: 04/25/2023

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the governing board and the superintendent in enacting policies and procedures that govern the district.

The governing board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decision-making, physical or mental disability, medical condition, sex (including sexual harassment), sexual orientation, gender, gender identity, gender expression, veteran or military status, genetic information, or affiliation with the Boys Scouts of America; a perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. ~~The board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.~~

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code sections 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. They superintendent or designee shall take prompt,

reasonable actions to remove any identified barrier. The superintendent or designee shall report the findings and recommendations to the board after each review.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated and resolved in accordance with the procedures specified in ARBoard Policy 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code section 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the superintendent or designee. (Education Code section 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities

Act ("ADA") and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials.

Individuals with disabilities shall notify the superintendent, or designee, or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

The below individual-position is hereby designated as the district's ADA/Title II coordinator. The coordinator shall receive and address requests for accommodation submitted by individuals with disabilities, and disabilities and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Manager, Risk Management
San Juan Unified School District

3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7036

The below position is designated as the district's Equity Compliance Officer and is responsible for coordinating the district's responses to complaints and for complying with state and federal civil rights laws.²

General Counsel, Legal Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
LegalServices@sanjuan.edu

The below position is designated as the district's Title IX Coordinator and is responsible for coordinating the district's responses to Title IX complaints and for complying with federal Title IX regulations.²

Legal Analyst/Title IX Coordinator, Legal Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
TitleIX@sanjuan.edu

The below position is designated as the district's Section 504 and is responsible for coordinating the district's responses to Section 504 complaints and for complying with federal Section 504 regulations.²

Director, Student Support Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110

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 4600-4670	Uniform complaint procedures
	Nondiscrimination in elementary and secondary educational programs
5 CCR 4900-4965	receiving state or federal financial assistance
Prohibition of discrimination -	Ed. Code 200-262.4
	https://simblieboardsolutions.com/SU/ytTLsIshoozWGUAbNL6kKkgxQ==
Parent/Guardian notifications -	

Ed. Code 48980

<https://simbli.eboardsolutions.com/SU/cpMsBKX1tOwUiWgEwSKp5g==>

Notices to parents in language other than English -

Ed. Code 48985

<https://simbli.eboardsolutions.com/SU/LHS9yg0UBYa76W1AygydnA==>

Legislative intent: state policy -

Ed. Code 51007

<https://simbli.eboardsolutions.com/SU/rSs3XcjMplusiyiZufplusrw9FAg==>

Social sciences instruction; contributions of specified groups -

Ed. Code 51204.5

<https://simbli.eboardsolutions.com/SU/oZPEg6h3Qnnndu4eQsmHFg==>

Nondiscriminatory subject matter -

Ed. Code 51501

<https://simbli.eboardsolutions.com/SU/txGfKL89VkvCw7IFg8Emtw==>

Instructional materials; definition -

Ed. Code 60010

<https://simbli.eboardsolutions.com/SU/GjXRejOBcJgfje5LOpBxYg==>

Requirements for instructional materials -

Ed. Code 60040-60052

<https://simbli.eboardsolutions.com/SU/vqD4yC2hSBZ9a219bpluseiDA==>

Definitions -

Gov. Code 11000

<https://simbli.eboardsolutions.com/SU/GNzfFek85HXbSvwoUxtE0g==>

Prohibition of discrimination -

Gov. Code 11135

<https://simbli.eboardsolutions.com/SU/PcUFWeMcCJnzBrKAL0EtFQ==>

Fair Employment and Housing Act -

Gov. Code 12900-12996

<https://simbli.eboardsolutions.com/SU/kYDZnplusf3qJV95L7E0pUzw==>

Gov. Code 54953

Meetings; Americans with Disabilities Act accessibility

Brown Act compliance with Americans with Disabilities Act -

Gov. Code 54953.2

<https://simbli.eboardsolutions.com/SU/v7uv14REv9rEKalf6yMBTQ==>

California Religious Freedom Act -

Gov. Code 8310.3

<https://simbli.eboardsolutions.com/SU/ieDxfpzwHLuflv9SQwuY6g==>

Definition of hate crime -

Pen. Code 422.55

<https://simbli.eboardsolutions.com/SU/EXmP7bT1slshj3qOjaM9qTkHA==>

Crimes; harassment -

Pen. Code 422.6

<https://simbli.eboardsolutions.com/SU/vVSJrxnKuuauWDfn4F58wg==>

Federal References	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
Strengthening Career and Technical Education for the 21st Century Act -	
20 USC 2301-2414	

<https://simbli.eboardsolutions.com/SU/9yof5kixbBlok9FzhxqqWg==>

20 USC 6311	State plan
20 USC 6312	Local educational agency plan
28 CFR 35.101-35.190	Americans with Disabilities Act

Nondiscrimination on the basis of disability, public accommodations,

28 CFR 36.303

auxiliary aids, and services

29 USC 794 Rehabilitation Act of 1973; Section 504

34 CFR 100.1-100.13	Nondiscrimination in federal programs; effectuating Title VI
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.82	Discrimination on the basis of sex; effectuating Title IX
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources References	Description
CA Civil Rights Department Publication	California Law Prohibits Workplace Discrimination and Harassment https://simbli.eboardsolutions.com/SU/SZR7LKID5MOFlwkdy7EQ6w==
CA Department of Health Care Services Publication	Policy and Procedures Letter No. 21-017R, December 2021
CA Department of Health Care Services Publication	Policy and Procedures Letter No. 23-004, February 2023
	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration
CA Office of the Attorney General Publication	

	Issues, April 2018 - https://simbli.eboardsolutions.com/SU/ooeCURkNWJynAeTolv07A==
CSBA Publication	Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022 - https://simbli.eboardsolutions.com/SU/TJrCO83d42yQSTw6naAD0w==
U.S. DOE & U.S. DOJ Civil Rights Divisions Pub Student Discipline, May 2023	Dear Colleague Letter: Resource on Confronting Racial Discrimination in Dear Colleague Letter: Resource on Confronting Racial Discrimination in
U.S. DOE, Office for Civil Rights Publication	Supporting Transgender Youth in School, June 2021 - https://simbli.eboardsolutions.com/SU/EdislhEshdToxg7RvLBCqplus6w==
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter, May 26, 2011 - https://simbli.eboardsolutions.com/SU/njWIHz8d63U5Wq9SDmfYgw==
U.S. DOE, Office for Civil Rights Publication	Nondiscrimination in Employment Practices in Education, August 1991 https://simbli.eboardsolutions.com/SU/SYVOixXMVfAhNslshZslshGtIPtA==
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Race and School Programming, August 2023 https://simbli.eboardsolutions.com/SU/cplusK5pMWRslshwixY9DsNmPYYA==
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Electronic Book Readers, June 29, 2010 https://simbli.eboardsolutions.com/SU/oOSgDIAgdpaiqMe0Va2jxw==
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOJ, Civil Rights Division Publication	Guidance on Web Accessibility and the ADA, March 2022
U.S. DOJ, Civil Rights Division Publication	Accessibility of State and Local Government Websites to People with Disabilities, February 2020 - https://simbli.eboardsolutions.com/SU/eCe8usyT7YdqvlUjlZpFyg==
U.S. DOJ, Civil Rights Division Publication	2010 ADA Standards for Accessible Design, September 2010 https://simbli.eboardsolutions.com/SU/xIX9Rtp6OBgJ02jtplusrUfjA==
Website	CSBA District and County Office of Education Legal Services https://simbli.eboardsolutions.com/SU/UdyksdmPETuDslshXk6R5akQ==
Website	California Office of the Attorney General - https://simbli.eboardsolutions.com/SU/5qNsIsh5DoKuytasYcv9khGiA==
Website	World Wide Web Consortium, Web Accessibility Initiative https://simbli.eboardsolutions.com/SU/hqb27CeNzty0cZUA1pgPnQ==
Website	Pacific ADA Center - https://simbli.eboardsolutions.com/SU/uYZsxL72Raxf0FvsX5djWQ==
Website	U.S. Department of Justice, Civil Rights Division, Disability Rights Section - https://simbli.eboardsolutions.com/SU/9sZBTK5qxS65pFYo7h6ktA==
Website	California Safe Schools Coalition - https://simbli.eboardsolutions.com/SU/WemZSI34fz0YvWHUM4trDg==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==
Website	California Department of Education - https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==
Website	California Civil Rights Department - https://simbli.eboardsolutions.com/SU/RlslshmyzTCzMSVplus4uuCqYvZA==
Website	U.S. Equal Employment Opportunity Commission -

<https://simbli.eboardsolutions.com/SU/vWZpgy5hWTz73t9BVEDPpA==>

U.S. Department of Education, Office for Civil Rights -

Website

<https://simbli.eboardsolutions.com/SU/xmCPrTcoZle111WmbX10Vg==>

California Department of Health Care Services -

Website <https://simbli.eboardsolutions.com/SU/slshcbdN8s1slshplus8ePOCd4fpQ7Q==> World Wide Web Consortium Publication Web Content Accessibility Guidelines, December 2008

Cross References	Description
0100	Philosophy - https://simbli.eboardsolutions.com/SU/6VTSRZ6nOs4VN6hBnxJeUg==
0415	Equity - https://simbli.eboardsolutions.com/SU/tLG0ugVOwdC0LuATPGxIfw== Communication With The Public -
1100 https://simbli.eboardsolutions.com/SU/BWTi8a2HELcqU4PzfzbGslshQ==	School-Connected Organizations - https://simbli.eboardsolutions.com/SU/SprGvT4JLyiowaplusmxivSSQ==
1230 https://simbli.eboardsolutions.com/SU/qFyhC51HaVsQFQzFLm0YRw==	Volunteer Assistance - Volunteer Assistance -
1240	https://simbli.eboardsolutions.com/SU/gp4G3BPHWAehbbQHFpaZ5w== Complaints Concerning Instructional Materials - https://simbli.eboardsolutions.com/SU/u1sr5f14HjcR6plusbslshVsl3Lg==
1312.2 https://simbli.eboardsolutions.com/SU/GvNQslshrTrQ7sAwN22HQplusslshoA==	Complaints Concerning Instructional Materials - https://simbli.eboardsolutions.com/SU/zq8YBce0slsh5xwU8DERlGlag==
1312.2-E PDF(1) https://simbli.eboardsolutions.com/SU/zq8YBce0slsh5xwU8DERlGlag==	Complaints Concerning Instructional Materials - Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/bHkIgUHHaYmkGwztWWslsh5kA==
1312.3 https://simbli.eboardsolutions.com/SU/xpzgbMCJXon7uCU56P7ITg==	Uniform Complaint Procedures - Williams Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/eH9WvTAuWFZgZErw3RJfsw==
1312.4 https://simbli.eboardsolutions.com/SU/777nLbwnCsIsh4cZrHhxgplus6AA==	Advertising And Promotion - https://simbli.eboardsolutions.com/SU/p9W4Cyl9p331nSKJslshAb8fA==
1325 https://simbli.eboardsolutions.com/SU/777nLbwnCsIsh4cZrHhxgplus6AA==	Advertising And Promotion - Use Of School Facilities - https://simbli.eboardsolutions.com/SU/WA5jNQ7yKMplusElCtKHB9yIA==
1330 https://simbli.eboardsolutions.com/SU/R4y7mrxxUfq3QplusiifBPg==	Use Of School Facilities - Fees And Charges - https://simbli.eboardsolutions.com/SU/6pfzjiLGrQ8mSOCfwx6B0Q==
3260	Fees And Charges - https://simbli.eboardsolutions.com/SU/plusmbxVI90S92DTGplusypaYuslshA==
3270	Sale And Disposal Of Books, Equipment And Supplies -

	https://simbli.eboardsolutions.com/SU/S9GVa5P9YRe00h0WNCRYplusA==
3311	Bids - https://simbli.eboardsolutions.com/SU/sYUo4tJCLiNpFFMJ5yxaslshw==
	Bids -
3311	https://simbli.eboardsolutions.com/SU/9YNPsfslshCTwplusVMplus0flFplusnslshg==
	Risk Management/Insurance -
3530	https://simbli.eboardsolutions.com/SU/OcbCATzdHLCkRKFtdhZfJw==
	Transportation -
3540	https://simbli.eboardsolutions.com/SU/scjk9pA7sIsha7EO6MBDUJS8w==
	Transportation For Students With Disabilities -
3541.2	https://simbli.eboardsolutions.com/SU/TTwXujifGkslshYFM0OS7FNRg==
	Food Service Operations/Cafeteria Fund -
3551	https://simbli.eboardsolutions.com/SU/VmFOSmMdN4bKuyvt365I9A==
	Free And Reduced Price Meals -
3553	https://simbli.eboardsolutions.com/SU/FZOcUxDutMGqslshUs7FhBv3Q==
	Nondiscrimination In Employment -
4030	https://simbli.eboardsolutions.com/SU/rslshitfcEw5XSQjWB6xy1aoQ==
	Nondiscrimination In Employment -
4030	https://simbli.eboardsolutions.com/SU/bIVOo37XN4vpslshlhBvIEYyQ==
	Lactation Accommodation -
4033	https://simbli.eboardsolutions.com/SU/n4dHDY6JJFpcTxK0wY1ALA==
	Employee Use Of Technology -
4040	https://simbli.eboardsolutions.com/SU/Ftslsh1sIshYGwlGpslsht6pmkveslshDg==
	Employee Use Of Technology -
4040-E PDF(1)	https://simbli.eboardsolutions.com/SU/slshtxwrMBT3k5WWVAIUaAmjg==
	Recruitment And Selection -
4111	https://simbli.eboardsolutions.com/SU/uAipais6omQUwG8bWloGPA==
	Recruitment And Selection -
4111	https://simbli.eboardsolutions.com/SU/Ci1Be8ylslshbfffqBPuBn6ZQw==
	Legal Status Requirement -
4111.2	https://simbli.eboardsolutions.com/SU/bdueB9mfihUxqZvEcZu1iQ==
	Legal Status Requirement -
4111.2	https://simbli.eboardsolutions.com/SU/oUNa9tCwZpiGzulkwHDIw==
	Sexual Harassment -
4119.11	https://simbli.eboardsolutions.com/SU/FI9ihOdgfOWMplus1BdZVpUA==
	Sexual Harassment -
4119.11	https://simbli.eboardsolutions.com/SU/LoceUhntLGSONEpTPalZaw==
	Professional Standards -
4119.21	https://simbli.eboardsolutions.com/SU/Bbr9eqMclzrhumVfrfoCfw==
	Professional Standards -
4119.21-E PDF(1)	https://simbli.eboardsolutions.com/SU/kUYbQi1hodiz9WoqpKsIsh1qA==
	Dress And Grooming -
4119.22	https://simbli.eboardsolutions.com/SU/vsIshsIshDDzROFFDL9nLRkMfGhQ==
	Staff Development -
4131	https://simbli.eboardsolutions.com/SU/Y7plusilztj3ftUgCbuaRe6Zw==
4144	Complaints - https://simbli.eboardsolutions.com/SU/78ZQDcynZryezsZ1mAvreA==

4144 Complaints - <https://simbli.eboardsolutions.com/SU/R2jmGal5FsgDdW69JepEIA==> Recruitment And Selection

-
4211

<https://simbli.eboardsolutions.com/SU/xG9vuXq2Xprx4JlLqJd7uQ==>

Recruitment And Selection -

4211 <https://simbli.eboardsolutions.com/SU/3QfRm5knL9cAtRrU9UGqng==>

Legal Status Requirement -

4211.2 <https://simbli.eboardsolutions.com/SU/DGGpirjrwUGkRmEPiWLJEw==>

Legal Status Requirement -

4211.2 <https://simbli.eboardsolutions.com/SU/fdTThpnQI3Artly5I3JiBg==>

Employee Notifications -

4212.9

<https://simbli.eboardsolutions.com/SU/2OBwVyaslshyvD0vP1VOluY1g==>

Sexual Harassment -

4219.11 <https://simbli.eboardsolutions.com/SU/bfEnwmAKt8Skl20McYJ4kw==>

Sexual Harassment -

4219.11 <https://simbli.eboardsolutions.com/SU/WyBG1SoiCPAFDYpluskyhvAyw==>

Professional Standards -

4219.21 <https://simbli.eboardsolutions.com/SU/LjeFsYaOdU8Aabslshpluscliq3A==>

Professional Standards -

4219.21-E PDF(1) <https://simbli.eboardsolutions.com/SU/vMTac2jrBSy87bLoSZLbw==>

Dress And Grooming -

4219.22

<https://simbli.eboardsolutions.com/SU/y7eyV0znAZZPdDtvCvKAdA==>

4244 Complaints - <https://simbli.eboardsolutions.com/SU/LM6vFU8Za2MsgPprmkf5ig==>

Complaints -

4244 <https://simbli.eboardsolutions.com/SU/Fjdg3XwERM4dbojbMyVNGQ==>

Recruitment And Selection -

4311 <https://simbli.eboardsolutions.com/SU/lboyazLPTqpAplusKe4as6M2g==>

Recruitment And Selection -

4311 <https://simbli.eboardsolutions.com/SU/9tRNPF7ielQR55TF8trstg==>

Legal Status Requirement -

4311.2 <https://simbli.eboardsolutions.com/SU/pLOUFLQi2y4IUVsXnExVplusA==>

Legal Status Requirement -

4311.2 <https://simbli.eboardsolutions.com/SU/pjYW8WTHBnDZrdWmoYs2pg==>

Sexual Harassment -

4319.11 <https://simbli.eboardsolutions.com/SU/bi0z0FqhetUGGtmcSE0AcA==>

Sexual Harassment -

4319.11 <https://simbli.eboardsolutions.com/SU/pgw0MEzWVkTgkHySvYWV5g==>

Professional Standards -

4319.21 <https://simbli.eboardsolutions.com/SU/EFV7NcT0HiKzedyyXIqWcQ==>

Professional Standards -

4319.21-E PDF(1) <https://simbli.eboardsolutions.com/SU/S9SoLkSNfb46leHj1YcF8w==>

Dress And Grooming -

4319.22 <https://simbli.eboardsolutions.com/SU/NJ92Ka8hadCNzHMZlw1c3w==>

Complaints -

4344 <https://simbli.eboardsolutions.com/SU/kHSwxKIO3NoprWoHiekXgQ==>

Complaints -

4344 <https://simbli.eboardsolutions.com/SU/Ge0MfCDGKtplusfHfFp7LInQg==>

Awards For Achievement -

5126 <https://simbli.eboardsolutions.com/SU/TplusZkOGnxl1KsfQztWzhrRA==>

Awards For Achievement -

5126

<https://simbli.eboardsolutions.com/SU/EsUTrLz6pfPeEKS5BqZaHQ==>

5131.2 Bullying - <https://simbli.eboardsolutions.com/SU/F3rJiBawCs1rYV3uu2slshYbg==> 5131.2 Bullying - <https://simbli.eboardsolutions.com/SU/P0SaZB8b2XpiRZWcqXRopw==>

Infectious Diseases -

5141.22 <https://simbli.eboardsolutions.com/SU/G1Vg8GN7sV8ny68xDFz4cA==>

Infectious Diseases -

5141.22 <https://simbli.eboardsolutions.com/SU/PdRreVZguea3oDj4B2TMCg==>

Infectious Diseases -

5141.22-E(1) <https://simbli.eboardsolutions.com/SU/U6MEL1TPyQ3cckesASJWg==>

Search And Seizure -

5145.12 <https://simbli.eboardsolutions.com/SU/qpi4pluseie4KibnC6fVuV5Rg==>

Search And Seizure -

5145.12 <https://simbli.eboardsolutions.com/SU/8GC5RWET1c9WO79hCV5tSw==>

Response To Immigration Enforcement -

5145.13 <https://simbli.eboardsolutions.com/SU/H5UZUn0qZO8gplusvunY8GXnw==>

Response To Immigration Enforcement -

5145.13 <https://simbli.eboardsolutions.com/SU/less7MWvID6J6tlgyd2N5A==>

Nondiscrimination/Harassment -

5145.3 <https://simbli.eboardsolutions.com/SU/nBVtjbNlvzN3sOVCaplus661g==>

Parent/Guardian Notifications -

5145.6 <https://simbli.eboardsolutions.com/SU/votoBYnV8Ga5SvvgKEJA2A==>

Parent/Guardian Notifications -

5145.6-E PDF(1) <https://simbli.eboardsolutions.com/SU/X1D4bBsIshM84B9W7088bplusZKg==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/sj4AAoOzURMrry6slsh6YH6PsQ==>

Sexual Harassment -

5145.7 <https://simbli.eboardsolutions.com/SU/7EIRrYUGqfJ2Xpbplusk0qn1Q==>

Title IX Sexual Harassment Complaint Procedures -

5145.71 <https://simbli.eboardsolutions.com/SU/PiUTOof6MocYDXloslshYBjRA==>

Hate-Motivated Behavior -

5145.9 <https://simbli.eboardsolutions.com/SU/mtmRaPICsIPBD5vKpluslq0SQ==>

Married/Pregnant/Parenting Students -

5146 <https://simbli.eboardsolutions.com/SU/izBRe1vcplusslshKaqcBBSlshpc9Q==>

Child Care And Development -

5148 <https://simbli.eboardsolutions.com/SU/pDJcnHIJlkfyjqkj00sf3A==>

Concepts And Roles -

6000 <https://simbli.eboardsolutions.com/SU/evue5SX2HpE4zJLBVaAI2g==>

Parent Involvement -

6020 <https://simbli.eboardsolutions.com/SU/ilrjNDQqsawhbAlxg22q7A==>

Parent Involvement -

6020 <https://simbli.eboardsolutions.com/SU/NDTB0WoNZSfKeslshEwC1zkxQ==>

Curriculum Development And Evaluation -

6141 <https://simbli.eboardsolutions.com/SU/xaL5al7EhEegk43WsUKB2A==>

Recognition Of Religious Beliefs And Customs -

6141.2 <https://simbli.eboardsolutions.com/SU/H8VhzWcSsMqL7KitI3pvw==>

	International Baccalaureate Program -
6141.4	https://simbli.eboardsolutions.com/SU/IABwFzMfSeJhjZE3s3plusjvQ==
	Sexual Health And HIV/AIDS Prevention Instruction -
6142.1	https://simbli.eboardsolutions.com/SU/Wf1On20kl8gHjF9EY1iAWA==
	Sexual Health And HIV/AIDS Prevention Instruction -
6142.1	https://simbli.eboardsolutions.com/SU/6lMyXdZFsKCCiGAg06plust3g==
	Environmental Education -
6142.5	https://simbli.eboardsolutions.com/SU/JDI8jO4bUt7pXQFqUsRyag==
	Environmental Education -
6142.5	https://simbli.eboardsolutions.com/SU/XHRjG1xO2Lu0f8OWFmnkslshQ==
	Physical Education And Activity -
6142.7	https://simbli.eboardsolutions.com/SU/5aSAIpzDz1o8n1Coon72fQ==
	Physical Education And Activity -
6142.7	https://simbli.eboardsolutions.com/SU/8DWER4EGMbhOZ0H3fBGJ7g==
	Courses Of Study -
6143	https://simbli.eboardsolutions.com/SU/cGljIHpgYAwd5JZV8Lvpw==
	Controversial Issues -
6144	https://simbli.eboardsolutions.com/SU/XgtxKTX7auE3gyVdyslshlpwQ==
	Controversial Issues -
6144	https://simbli.eboardsolutions.com/SU/slshd1vpeJsEWk3W2fXwFDsIshxw==
	Extracurricular And Cocurricular Activities -
6145	https://simbli.eboardsolutions.com/SU/nLrOUFeKneG8YVZ3hrxhMA==
	Extracurricular And Cocurricular Activities -
6145	https://simbli.eboardsolutions.com/SU/eYMFVhUjB3CkdpluslXhbwdQ==
	Placement In Mathematics Courses -
6152.1	https://simbli.eboardsolutions.com/SU/SCT8s0HwU6plus9VuclsIshxeS7IA==
	Independent Study -
6158	https://simbli.eboardsolutions.com/SU/o4bXjplus3c2SoplusgiiVEEdCiQ==
	Independent Study -
6158	https://simbli.eboardsolutions.com/SU/cleplustwjO3lteTDjIbjDLQQ==
	Selection And Evaluation Of Instructional Materials -
6161.1	https://simbli.eboardsolutions.com/SU/plus6Qiex9sOn5ZeFpj41Fmw==
	Selection And Evaluation Of Instructional Materials -
6161.1	https://simbli.eboardsolutions.com/SU/XHxOBLNNZallHvl5jKzKlQ==
	Student Assessment -
6162.5	https://simbli.eboardsolutions.com/SU/hWCRIBB3hs677ohOo8Jn0g==
	Library Media Centers -
6163.1	https://simbli.eboardsolutions.com/SU/6XkgbrPTcnVFplusX8T0zoYA==
	Library Media Centers -
6163.1	https://simbli.eboardsolutions.com/SU/tSLjSGnWHtihzOW2uNadbw==
	Guidance/Counseling Services -
6164.2	https://simbli.eboardsolutions.com/SU/VNt371916pP8aoletK3LDA==

	Identification And Evaluation Of Individuals For Special Education -
6164.4	https://simbli.eboardsolutions.com/SU/1HU6ZM5slshdPqoaWZUeuWDmQ==
	Identification And Evaluation Of Individuals For Special Education -
6164.4	https://simbli.eboardsolutions.com/SU/WQhHNC0WhvatBGj7Nfbtzw==
	Identification And Education Under Section 504 -
6164.6	https://simbli.eboardsolutions.com/SU/azageV8fvchGVKfm4dy3GA==
	Identification And Education Under Section 504 -
6164.6	https://simbli.eboardsolutions.com/SU/sH1iPYdXUslsh3HWQAbFp93lg==
	Gifted And Talented Student Program -
6172	https://simbli.eboardsolutions.com/SU/PwMDSVidLbeoTnicQ36pJw==
	Gifted And Talented Student Program -
6172	https://simbli.eboardsolutions.com/SU/o6tfgLWF6RMMVUEMplusysPwQ==
	Education For Homeless Children -
6173	https://simbli.eboardsolutions.com/SU/QON4islshqu8QBcREMvSbb64g==
	Education For Homeless Children -
6173	https://simbli.eboardsolutions.com/SU/qAhB7THpArSiJyy4xAWAfQ==
	Career Technical Education -
6178	https://simbli.eboardsolutions.com/SU/vib2K2L2SplusIPrlmo1MpZyQ==
	Continuation Education -
6184	https://simbli.eboardsolutions.com/SU/zVL6GvVL4ElzYPyEQls8nA==
	Continuation Education -
6184	https://simbli.eboardsolutions.com/SU/yYn0894SuE2KhvMISjkUvw==
	Adult Education -
6200	https://simbli.eboardsolutions.com/SU/wTsegdRH8Pdfw9JysX4V1A==
	Adult Education -
6200	https://simbli.eboardsolutions.com/SU/v5iiqBPiFeSDpxOxplusneqkg==
	Evaluating Existing Buildings -
7111	https://simbli.eboardsolutions.com/SU/3qlshm7fwBnst1Ju5kCEs0CQ==
	Evaluating Existing Buildings -
7111	https://simbli.eboardsolutions.com/SU/y3g8YgU1VrYlkplusDQXQgb8A==
	Naming Of Facility -
7310	https://simbli.eboardsolutions.com/SU/RPsnStxcKwNt9y5S0KZslshcg==
	Naming Of Facility -
7310	https://simbli.eboardsolutions.com/SU/Wwukj7fLigmZ04ZnOsishCZIQ==
	Governing Board Elections -
9220	https://simbli.eboardsolutions.com/SU/byXt1vsish1plusxyzNAxe2Zbsww==
	Meetings And Notices -
9320	https://simbli.eboardsolutions.com/SU/nKOg6bjRIP0xA7bc0U3X7A==
	Meetings And Notices -
9320-E PDF(1)	https://simbli.eboardsolutions.com/SU/HciJGWibHsIshdxo379sPpHtw==
	Agenda/Meeting Materials -
9322	https://simbli.eboardsolutions.com/SU/meSrfLc7LLplusEP7nbRb2bXw==
	Agenda/Meeting Materials -

9322

<https://simbli.eboardsolutions.com/SU/HtplusjzpyWHTriQ8jkfh5Lug==>

Board Policy Manual
San Juan Unified School District
Printed: 11/13/2023 04:05 PM

Exhibit 0410-E: Nondiscrimination in District Programs and Activities

Status:

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

To submit a concern, any individual may access San Juan Unified's "Get Help" website at www.sanjuan.edu/needhelp.

In addition, students, parents and/or guardians, employees and other community members can find a link to the "Submit a Concern" form at the bottom of every webpage on the San Juan Unified website. The link leads directly to the page referenced above.

Any person may submit a concern with mental health, school safety, or any additional concern. These concerns are forwarded to the appropriate department/designee based on the type of concern. The Family and Community Engagement department receives all reports from the Submit a Concern page and is responsible for ensuring all concerns are addressed in a timely manner.

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

AGENDA ITEM: I-5

MEETING DATE: 02/13/2024

SUBJECT: Board Policy 1312.2 Revisions

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

DEPARTMENT: Legal Services

ACTION REQUESTED:

The superintendent is recommending that the board discuss the proposed revisions to Board Policy 1312.2 Complaints Concerning Instructional Materials and the new accompanying exhibit.

Action Anticipated: February 27, 2024

RATIONALE/BACKGROUND:

Based on the feedback received from the board at the January 9, 2024, meeting, the proposed revisions include revisions from the board, required changes to reflect existing law, and logistic recommendations recommended by California School Boards Association (“CSBA”).

ATTACHMENT(S):

- A: Proposed revisions to Board Policy 1312.2 Complaints Concerning Instructional Materials
B: Exhibit

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 01/09/2024

Superintendent’s Cabinet: 12/18/2023, 02/05/2024

PREPARED BY: Fhanysha C. Gaddis, General Counsel, J.D., MPP *FCG*

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

Board Policy Manual
San Juan Unified School District

Printed: 11/13/2023 01:06 PM

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 06/09/1992

~~The Governing Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents.~~

~~The Superintendent or designee is directed to implement procedures which will permit proper consideration of any complaints against the use of any instructional materials or library/media materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.~~

~~The Board believes the Superintendent or designee is well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Superintendent or designee's decision as final. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may appeal the decision within 30 days of request.~~

~~The Board will not allow political party affiliation, racial prejudice, a desire to suppress ideas, or an intent to deny students access to ideas with which the Board disagrees, to influence its decision in any such case.~~

~~(cf. 1312.4 – Complaints Concerning Categorical Aid Programs)~~

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code section 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code section 243 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the superintendent, or the designee or committee established by the superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained

in the materials; and the impact that keeping or removing the materials would have on student well-being.

The superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code section 243.

If the complainant finds the superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

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 4600-4670	Uniform complaint procedures
Ed. Code 1240	County superintendent of schools; duties - https://simbli.eboardsolutions.com/SU/zxiNbLNKXQ1Z3w2H1beZIA==
Ed. Code 18111	Exclusion of books by Governing board that are sectarian, partisan, or denominational character - https://simbli.eboardsolutions.com/SU/fAcJGqFGsvKfW1GDcogDzw==
Ed. Code 220	Prohibition of discrimination - https://simbli.eboardsolutions.com/SU/UuY0xi20LPENZCvpYu9MBA==
Ed. Code 242	Access to information about educational laws and policies regarding right to accurate and inclusive curriculum - https://simbli.eboardsolutions.com/SU/qvasflzIx0uHd0XoTnf4uw==
Ed. Code 243	Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials - https://simbli.eboardsolutions.com/SU/1BiVCh1vc8qbgObiAPSFnw==
Ed. Code 35010	Control of district; prescription and enforcement of rules - https://simbli.eboardsolutions.com/SU/OQVSplusCEZXMHIMKVyv3kBA==
Ed. Code 35160	Powers and duties of school boards - https://simbli.eboardsolutions.com/SU/FFplus3PC2rsgGxvplus8DVSSrkQ==
Ed. Code 35186	Williams uniform complaint procedures - https://simbli.eboardsolutions.com/SU/MDiv2vFqYgd1u6vWMYFnA==
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations - https://simbli.eboardsolutions.com/SU/aspZQpXuVHqirxKV3DzJNw==
Ed. Code 48907	Exercise of free expression; time, place and manner rules and regulations https://simbli.eboardsolutions.com/SU/KDSjnurLBlr2KdV5numJiQ==
Ed. Code 48950	Speech and other communication - https://simbli.eboardsolutions.com/SU/Q5itwgUPIoTFejGslshDadJ4g==
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups -

	https://simbli.eboardsolutions.com/SU/oZPEg6h3Qnnndu4eQsmHFg==
Ed. Code 51501	Nondiscriminatory subject matter - https://simbli.eboardsolutions.com/SU/txGfKL89VkvCw7IFg8Emtw==
Ed. Code 51511	Religious matters properly included in courses of study - https://simbli.eboardsolutions.com/SU/iTw7dJByJNReEy9XCHThhg==
Ed. Code 51933	Sexual health education and HIV prevention materials - https://simbli.eboardsolutions.com/SU/lzCkLi03Eyn6g8fhsFib0Q==
Ed. Code 60000-60005	Instructional materials; legislative intent - https://simbli.eboardsolutions.com/SU/0UKX3BpLit7eis8ERdhYqg==
Ed. Code 60040-60052	Requirements for instructional materials - https://simbli.eboardsolutions.com/SU/vqD4yC2hSBZ9a219bpluseiDA==
Ed. Code 60119	Public hearing on sufficiency of textbooks and instructional materials - https://simbli.eboardsolutions.com/SU/wgpZKRQ3ptU4Chh5FQUMmw==
Ed. Code 60200-60213	Elementary school materials - https://simbli.eboardsolutions.com/SU/5jFbFwrbBUT7yMqHe2X3Bg==
Ed. Code 60226	Requirements for publishers and manufacturers - https://simbli.eboardsolutions.com/SU/8bqvmpLmM6YiYL21AdslshNdw==
Ed. Code 60400-60411	High school textbooks and instructional materials - https://simbli.eboardsolutions.com/SU/0SOZiU7DE6w54kslshsplusKofslshg==
Ed. Code 60510-60511	Donation or sale of obsolete instructional materials - https://simbli.eboardsolutions.com/SU/fyTf3BXojSgWwlshDMhlYgzg==

Management Resources References	Description
California Department of Education Publication	Instructional Materials, FAQ - https://simbli.eboardsolutions.com/SU/6g5DV5psnbEiqKAP9oXYzg==
California Department of Education Publication	Standards for Evaluating Instructional Materials for Social Content, 2013 - https://simbli.eboardsolutions.com/SU/PXAMC00s1hli78ftFNM1JQ==
Website	CSBA District and County Office of Education Legal Services - https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==
Department of Justice -	
Website	https://simbli.eboardsolutions.com/SU/kYMplusPKVwKTngiVfOT4AD8Q==
California Department of Education, Curriculum and Instruction Resources -	
Website	

<https://simbli.eboardsolutions.com/SU/rse1wvWcofD1nr0Z7Xplus7vw==>

CSBA -

Website

<https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==>

U.S. Department of Education, Office for Civil Rights -

Website

<https://simbli.eboardsolutions.com/SU/xmCPrTcoZle111WmbX10Vg==>

Cross References	Description
Nondiscrimination In District Programs And Activities -	
0410	
https://simbli.eboardsolutions.com/SU/WopdHqREXljXLNplusPg3Q0Q==	
Communication With The Public -	
1100	
https://simbli.eboardsolutions.com/SU/BWTi8a2HELcqU4PzfzbGslshQ==	
Visitors/Outsiders -	
1250	
https://simbli.eboardsolutions.com/SU/kpvVf9m1bPrE8i1KikAM1g==	
Visitors/Outsiders -	
1250	
https://simbli.eboardsolutions.com/SU/SyOOh6wBo2ugSZK0HZLzHg==	
Complaints Concerning District Employees -	
1312.1	
https://simbli.eboardsolutions.com/SU/8q6EnBVmDAGAVs0bc9XUEA==	
Complaints Concerning District Employees -	
1312.1	
	https://simbli.eboardsolutions.com/SU/UMiEtVF63li3NiabcAJP5w==
	Uniform Complaint Procedures -
1312.3	https://simbli.eboardsolutions.com/SU/bHklgUHHaYmkGwztWWsIsh5kA==
	Uniform Complaint Procedures -
1312.3	https://simbli.eboardsolutions.com/SU/xpzgbMCJXon7uCU56P7ITg==
	Williams Uniform Complaint Procedures -
1312.4	https://simbli.eboardsolutions.com/SU/eH9WvTAuWFZgZErw3RJfsw==
	Nondiscrimination/Harassment -
5145.3	
	https://simbli.eboardsolutions.com/SU/nBVtjbNlvzN3sOVCaplus661g==
	Concepts And Roles -

Nondiscrimination In District Programs And Activities -

0410

<https://simbli.eboardsolutions.com/SU/WopdHqREXljXLNplusPg3Q0Q==>

Communication With The Public -

1100

<https://simbli.eboardsolutions.com/SU/BWTi8a2HELcqU4PzfzbGslshQ==>

Visitors/Outsiders -

1250

<https://simbli.eboardsolutions.com/SU/kpvVf9m1bPrE8i1KikAM1g==>

Visitors/Outsiders -

1250

<https://simbli.eboardsolutions.com/SU/SyOOh6wBo2ugSZK0HZLzHg==>

Complaints Concerning District Employees -

1312.1

<https://simbli.eboardsolutions.com/SU/8q6EnBVmDAGAVs0bc9XUEA==>

Complaints Concerning District Employees -

1312.1

<https://simbli.eboardsolutions.com/SU/UMiEtVF63li3NiabcAJP5w==>

Uniform Complaint Procedures -

1312.3

<https://simbli.eboardsolutions.com/SU/bHklgUHHaYmkGwztWWsIsh5kA==>

Uniform Complaint Procedures -

1312.3 <https://simbli.eboardsolutions.com/SU/xpzgbMCJXon7uCU56P7ITg==>

Williams Uniform Complaint Procedures -

1312.4 <https://simbli.eboardsolutions.com/SU/eH9WvTAuWFZgZErw3RJfsw==>

Nondiscrimination/Harassment -

5145.3

<https://simbli.eboardsolutions.com/SU/nBVtjbNlvzN3sOVCaplus661g==>

Concepts And Roles -

6000 <https://simbli.eboardsolutions.com/SU/evue5SX2HpE4zJLBVaAI2g==>

Curriculum Development And Evaluation -

6141 <https://simbli.eboardsolutions.com/SU/xaL5al7EhEegk43WsUKB2A==>

Courses Of Study -

6143 <https://simbli.eboardsolutions.com/SU/cGljIHpgYAwd5JZV8Lvlpw==>

Controversial Issues -

6144 <https://simbli.eboardsolutions.com/SU/XgtxKTX7auE3gyVdyslshlpwQ==>

Controversial Issues -

6144

<https://simbli.eboardsolutions.com/SU/slshd1vpeJsEWk3W2fXwFDsIshxw==>

Selection And Evaluation Of Instructional Materials -

6161.1

<https://simbli.eboardsolutions.com/SU/plus6Qiex9sOn5ZeFpj41Fmw==>

Selection And Evaluation Of Instructional Materials -

6161.1 <https://simbli.eboardsolutions.com/SU/XHxOBLNNZallHvI5jKzKIQ==>

Damaged Or Lost Instructional Materials -

6161.2 <https://simbli.eboardsolutions.com/SU/IObtZlaEh6Lq0NYn33JhYw==>

Damaged Or Lost Instructional Materials -

6161.2 <https://simbli.eboardsolutions.com/SU/slshOJJxHW2GqKH8So2oWF7slshA==>

Library Media Centers -

6163.1 <https://simbli.eboardsolutions.com/SU/6XkgrbrPTcnVFplusX8T0zoYA==>

Library Media Centers -

6163.1 <https://simbli.eboardsolutions.com/SU/tSLjSGnWHTihzOW2uNadbw==>

Role Of The Board -

9000 <https://simbli.eboardsolutions.com/SU/up3sHs2LlomFyrzmslshec4Yw==>

Governance Standards -

9005 <https://simbli.eboardsolutions.com/SU/V9C2i8AF3LX2Rqjy8d0Yyg==>

Board Member Electronic Communications -

9012 <https://simbli.eboardsolutions.com/SU/J7isevJj0LgLKR5Uffslshzzw==>

Limits Of Board Member Authority -

9200 <https://simbli.eboardsolutions.com/SU/Lh7GpslshzrsLkEilpVEslsh0Azw==>

Agenda/Meeting Materials -

9322 <https://simbli.eboardsolutions.com/SU/meSrfLc7LLplusEP7nbRb2bXw==>

Agenda/Meeting Materials -

9322

<https://simbli.eboardsolutions.com/SU/HtplusjzpyWHTriQ8jkfh5Lug==>

Board Policy Manual
San Juan Unified School District
Printed: 11/13/2023 04:05 PM

Exhibit 1312.2-E: Complaints Concerning Instructional Material

Status:
ADOPTED

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

To submit a concern, any individual may access San Juan Unified's "Get Help" website at www.sanjuan.edu/needhelp.

In addition, students, parents and/or guardians, employees and other community members can find a link to the "Submit a Concern" form at the bottom of every webpage on the San Juan Unified website. The link leads directly to the page referenced above.

Any person may submit a concern with mental health, school safety, or any additional concern. These concerns are forwarded to the appropriate department/designee based on the type of concern. The Family and Community Engagement department receives all reports from the Submit a Concern page and is responsible for ensuring all concerns are addressed in a timely manner.

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

AGENDA ITEM: I-6

MEETING DATE: 02/13/2024

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

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4116, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result (attachment 1).
2. Resolution No. 4117, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire (attachment 2).

Action anticipated: 02/27/2024

RATIONALE/BACKGROUND:

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

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). This is addressed through the collective work of our entire community and the district is fortunate to have families, local leaders and employees who recognize and value the importance of public education. Instructional leaders are continually evaluating allocation of resources and program delivery models. To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2024-25 school year.

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

ATTACHMENT(S):

1: Resolution No. 4116, reducing or discontinuing particular kinds of services.

2: Resolution No. 4117, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

Funding Source: N/A

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

Current Year Only Ongoing

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools 

SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4116

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2024-2025 school year, and

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

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

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

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employee in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2024-2025 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets BOTH criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, and
 - b. Has taught the course(s) for at least one semester in the current school year or any of the five preceding school years.
5. Teachers are deemed to be “certificated and competent” to teach any class that is not a Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets EITHER criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, or
 - b. If there is no credential issued by the State of California associated with the course(s) being taught, holds a valid multiple or single subject credential and

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

6. Teachers will not be subject to layoff if they meet one or more of the following criteria.
 - a. Hold a valid credential authorizing special education service.
 - b. Hold a valid multiple subject credential AND a valid BCLAD (Bilingual Cross-cultural Language and Academic Development) in Spanish AND currently teach in a Dual-Immersion classroom;
 - c. Have experience teaching in a Montessori classroom for at least one semester in the current school year or any of the five preceding school years OR have Montessori training in the current school year or any of the five preceding school years. Such training must lead to certification by a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE). On line Montessori training does not meet this criteria.
7. Certificated employees must have filed documents with Human Resources by January 28, 2024, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
8. The Assistant Superintendent of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2024-2025 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 35.46 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2024, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

EXHIBIT A - CERTIFIED ELIMINATIONS AND REDUCTIONS
EFFECTIVE JUNE 30, 2024 OR UPON BOARD ACTION
REVISED*

Certificated Management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Vice Principal	2.5000	2.0000	0.5000	3	0
VP K-6	1.0000	1.0000	0.0000	1	0
Subtotal	3.5000	3.0000	0.5000	4	0
<hr/>					
Certificated Non-management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Counselor Special Program	1.0000	1.0000	0.0000	1	1
Math	0.8000	0.8000	0.0000	1	0
Physical Education	0.8000	0.6000	0.2000	1	0
Social Worker	4.0000	4.0000	0.0000	5	1
District Resource Teacher	0.2000	0.2000	0.0000	2	0
Tch - Elm Specialist - Music	1.0000	1.0000	0.0000	1	0
Teacher 9-12	8.5300	8.5300	0.0000	27	12
Tch Grade 7/8	1.4000	1.4000	0.0000	3	1
Tch- Site Resource Elem	2.2000	2.2000	0.0000	3	0
Tch- Site Resouce Elem Interv	8.8000	8.8000	0.0000	13	4
Teacher on Special Assignment	1.0000	1.0000	0.0000	1	0
Tch - Voc Edu/ROP	0.3300	0.3300	0.0000	1	0
Counselor 9-12	2.2000	2.2000	0.0000	3	1
Counselor K/6	0.4000	0.4000	0.0000	1	0
Subtotal	32.6600	32.4600	0.2000	63	20
Total	36.1600	35.4600	0.7000	67	20

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4117

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

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

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

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

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

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

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

Criteria	Points
Each full K-12 base credential (e.g., multiple subject, single subject, pupil personnel services, school nurse, librarian, school social worker)	4
Each foundational level base credential (If a full base credential is held, must be a different subject area)	3
Each active intern credential (If a base credential is held, must be a different subject area)	2
Each supplemental authorization	2
Other services credential (administration)	2
National Board Certification (active)	2
Taught at a District Designated Title 1 School during the 2023-24 school year	1
Each Board Resolution, GELAP, SELAP, PIP, STSP or Waiver	0

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

b. Category II – District Teaching Experience

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

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

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

c. Category III - Lottery

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

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2023-2024 school year. This resolution shall not be effective for any other purposes, including, but not limited to, order of reemployment offers or any subsequent layoffs of certificated employees.

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

_____ day of _____, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

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

AGENDA ITEM: I-7
MEETING DATE: 02/13/2024

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

DEPARTMENT: Human Resources

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

ACTION REQUESTED:

The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4118 reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2024, because of lack of work and/or lack of funds. (Attachment No. 1)
2. Resolution No. 4119 establishing criteria to apply to break a tie in seniority for certificated staff affected By program reductions and who have the same date of hire (attachment No. 2)

Action anticipated: 02/27/2024

RATIONALE/BACKGROUND:

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

The positions being reduced or discontinued by this Resolution are certificated positions. By Education Code section 8366, a district is able to layoff ECE employees at any time during the school year for lack of work or lack of funds. Notices will be sent to affected ECE teachers and layoffs will be effective on June 30, 2024.

ATTACHMENT(S):

A: Resolution No. 4118 reducing or discontinuing particular kinds of services

B: Resolution No. 4119 establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

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

Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

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



APPROVED BY: Melissa Bassanelli, Superintendent of Schools



SAN JUAN UNIFIED SCHOOL DISTRICT

**RESOLUTION NO. 4118
BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

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

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or eliminate certain certificated services in the Early Childhood Education Program of the District as of June 30, 2024, due to a lack of work or a lack of funds, and

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

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

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

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

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than June 30, 2024 in the amounts set forth in Exhibit “A”.
4. The Assistant Superintendent of Human Resources or designee is directed to send notices to affected certificated employees that due to lack of work or lack of funds certain services now being provided by the District be reduced or discontinued to the extent as set forth in #3 above.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2024, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

CLERK'S CERTIFICATE

I, Ben Avey, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on
the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

**EXHIBIT A - CERTIFICATED ELIMINATIONS AND
REDUCTIONS EFFECTIVE JUNE 30, 2024 OR UPON BOARD**

Certificated Non-management	Current FTE	ACTION FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Tch-Pre-Sch (179 days)	2	1.5000	0.5000	4.0000	4

SAN JUAN UNIFIED SCHOOL DISTRICT**RESOLUTION NO. 4119****BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

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

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

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

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

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

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

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

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

- b. Category II – District Teaching Experience

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

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

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

c. Category III – District Experience as a Classified Employee

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

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

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

d. Category IV - Lottery

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

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees within the Early Childhood Education programs as part of a layoff effective at the end of the 2024-2025 school year. This resolution shall not be effective for any other purposes.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

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

AGENDA ITEM: I-8

MEETING DATE: 02/13/2024

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

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4120, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result (attachment 1).
2. Resolution No. 4121, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire (attachment 2).

Action anticipated: 02/27/2024

RATIONALE/BACKGROUND:

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). This is addressed through the collective work of our entire community and the district is fortunate to have families, local leaders and employees who recognize and value the importance of public education. Instructional leaders are continually evaluating allocation of resources and program delivery models. To best meet the needs of San Juan Unified School District adult education students, changes to the delivery model for certain services have been recommended for the 2024-2025 school year.

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

ATTACHMENT(S):

- 1: Resolution No. 4120, reducing or discontinuing particular kinds of services—adult education.
- 2: Resolution No. 4121, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Action: N/A

Strategic Plan: N/A

Funding Source: N/A

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

Current Year Only Ongoing

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools 

SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4120

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2024-2025 school year, and

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

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

WHEREAS, California Education Code section 44929.26 states in part, “service in the evening school shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee in the day school...”

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

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2024-2025 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any class in the Adult Education program if the teacher meets EITHER criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught or
 - b. If there is no credential issued by the State of California associated with the course(s) being taught, has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.
5. Certificated employees must have filed documents with Human Resources by January 28, 2024, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.

6. The Assistant Superintendent of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2024-2025 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 3.503 full-time equivalent positions.

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

_____ day of _____, 2024, by the following votes:

AYES:

NOES:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

**RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES—ADULT EDUCATION
EXHIBIT A**

<u>Adult Education Certificated, Non-Administrative Positions</u>	<u>FTEs</u>
A/E Counselor	0.5
A/E Teacher	3.003
Subtotal	3.503
Total	3.503

SAN JUAN UNIFIED SCHOOL DISTRICT**RESOLUTION NO. 4121**

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

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

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

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

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

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

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held.

Criteria	Points
Each full base credential (e.g., designated subject, multiple subject, single subject, pupil personnel services)	4
Each supplemental authorization	2
Other services credential (administration)	2

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

- b. Category II – District Teaching Experience

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

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

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

c. Category III - Lottery

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

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2024-2025 school year. This resolution shall not be effective for any other purposes, including, but not limited to, any subsequent layoffs of certificated employees.

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

____ day of _____, 2024, by the following vote:

AYES:

NOES:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

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

AGENDA ITEM: I-9
MEETING DATE: 02/13/2024

SUBJECT: Resolution Reducing or Discontinuing Certain Classified Services

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

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board discuss the adoption of Resolution No. 4122, reducing or discontinuing certain classified positions effective June 30, 2024, because of lack of work and/or lack of funds.

Action anticipated: 02/27/2024

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

- 1: Resolution No. 4122
2: Exhibit A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/05/2024

FISCAL IMPACT:

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

LCAP/STRATEGIC PLAN:

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

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools 

**SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4122**

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

WHEREAS the governing board of the San Juan Unified School District has decided to reduce or discontinue certain classified services of the district as of June 30, 2024, and

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

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

1. That each of the foregoing recitals is true and correct;
2. All of those positions listed in Exhibit "A" which is attached and incorporated herein by reference shall be reduced or discontinued effective June 30, 2024, in the amounts as set forth in Exhibit "A."
3. The assistant superintendent of human resources or designee is authorized to send notices to affected classified employees that due to lack of work or lack of funds, certain services now being provided by the district will be reduced or discontinued to the extent as set forth in Exhibit "A."

PASSED AND ADOPTED by the governing board of the San Juan Unified School District this _____ day of _____, 2024, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Pam Costa, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Ben Avey, Clerk of the governing board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2024.

Ben Avey, Clerk, Governing Board of the San Juan Unified School District

**EXHIBIT A - CLASSIFIED ELIMINATIONS AND REDUCTIONS
EFFECTIVE JUNE 30, 2024 OR UPON BOARD ACTION
REVISED***

Classified Management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Coordinator - Trauma Informed School Practices	3.0000	3.0000	0.0000	3	1
Subtotal	3.0000	3.0000	0.0000	3	1
Classified Non-management	Current FTE	FTE Cut	New FTE	Total # of Positions	# of Vacant Positions
Account Clerk I	1.0000	1.0000	0.0000	1	0
Accountant	1.0000	1.0000	0.0000	1	0
Behavior Support Specialist	1.0000	1.0000	0.0000	1	0
Bilingual Instructional Assistant - Arabic	3.7500	3.7500	0.0000	5	0
Bilingual Instructional Assistant-Pashto	0.7500	0.7500	0.0000	1	1
Bilingual Instructional Assistant - Spanish	0.3750	0.3750	0.0000	1	1
Bilingual Translator - Russian	0.5000	0.5000	0.0000	1	0
Bilingual Translator - Ukrainian	0.5000	0.5000	0.0000	1	0
Campus Monitor	4.0000	2.2500	1.7500	4	3
Campus Representative	1.8125	0.9375	0.8750	2	0
Child Development Assistant Infant/Toddler/Preschool	0.8750	0.8750	0.0000	1	1
Clerk	0.1250	0.1250	0.0000	1	0
College & Career Center Tech	2.0000	2.0000	0.0000	2	2
Communication Specialist	1.0000	1.0000	0.0000	1	0
Educationally Related Mental Health Therapist	2.0000	2.0000	0.0000	2	0
Elementary School Secretary	2.0000	2.0000	0.0000	2	2
Family and Community Engagement Facilitator	1.0000	1.0000	0.0000	1	0
Instructional Assistant I	9.3750	9.3750	0.0000	16	5
Instructional Assistant Health	18.0000	4.3750	13.6250	18	0
Intermediate Clerk Typist	2.1250	2.1250	0.0000	3	2
Mental Health Worker	4.0000	4.0000	0.0000	4	1
Middle School Secretary	1.0000	1.0000	0.0000	1	1
Neighborhood Parent Liaison	0.2500	0.2500	0.0000	1	1
Non-Instructional Support Aide	1.7500	1.7500	0.0000	4	4
Nutrition Services Worker I	3.0313	3.0313	0.0000	7	7
Operations Analyst Facilities/Maintenance/Transportation	1.0000	1.0000	0.0000	1	1
Payroll Technician I	2.0000	2.0000	0.0000	2	0
Safety Specialist	1.0000	1.0000	0.0000	1	0
School Community Intervention Assistant	8.1250	6.8750	1.2500	9	3
School Community Intervention Specialist I	1.8750	1.8750	0.0000	2	0
School Community Refugee Specialist	2.0000	2.0000	0.0000	2	0
School Community Resource Assistant - Arabic	1.0000	1.0000	0.0000	1	0
School Community Resource Assistant - Dari	1.0000	1.0000	0.0000	1	0
School Community Resource Assistant - Spanish	2.0000	2.0000	0.0000	2	0
School Community Resource Assistant - Russian	1.0000	1.0000	0.0000	1	0
School Community Resource Assistant - Ukrainian	1.0000	1.0000	0.0000	1	0
School Community Worker	2.5000	2.5000	0.0000	3	1
School Playground Recreation Aid	3.3438	2.8438	0.5000	9	7
Social Emotional Support Tech	5.6875	5.6875	0.0000	7	6
Supervisor-Comm Partnership & Volunteers	1.0000	1.0000	0.0000	1	0
Supervisor - Intervention/Prevention Programs (260 days)	1.0000	1.0000	0.0000	1	0
Subtotal	98.7501	80.7501	18.0000	126	49
Total	101.7501	83.7501	18.0000	129	50

**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2023-2024**

FEBRUARY 27

Recognition: Arts Education Month (March) – A	Slavensky
Recognition: National School Social Work Week (Mar. 3-9) – A	Calvin
District K-12 Mathematics Update – R	Slavensky
Nutrition Services Update – R	Camarda
BP 0410 Nondiscrimination in District Programs and Activities – A [Discussed 01/09/24; 02/13/24]	Gaddis
BP 1312.2 Complaints Concerning Instructional Materials – A [Discussed 01/09/24; 02/13/24]	Gaddis
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/13/24]	Toto
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/13/24]	Toto
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/13/24]	Toto
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/13/24]	Toto
2024 CSBA Delegate Assembly Election – A	Board

MARCH 19 (3rd Tuesday)

Bond Opinion Research Results – R	Camarda
2023-2024 Second Interim Budget Report – R	Ryan
*Resolution: Election Order – A	Board
*2024-2025 Transportation Plan – A	Camarda
*Head Start and Early Head Start Grant Application 2022-2023 – A	Townsend-Snider
*Audit Report for Measures J, N, P and S – A	Ryan

APRIL 9

Recognition: Week of the Young Child (Apr. 1-5) – A	Townsend-Snider
Recognition: School Bus Driver's Appreciation Day (Apr. 23) – A	Toto
Instructional Materials Adoptions – D	Slavensky
New High School Courses – D	Slavensky
Universal Prekindergarten Planning and Implementation Update – R	Townsend-Snider
Bond Program Update – R	Camarda
Williams Complaint Report – R	Gaddis
Proposed Board Meeting Dates for 2024-2025 – A	Board

APRIL 23

Recognition: California Day of the Teacher (May 8) – A	Toto
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 8) – A	Calvin
Elevating Youth Voice – R	Calvin
Expanded Learning Opportunities Update (Secondary) – R	Schnepf
Technology Update – R	Skibitzki
Safety and Safe Schools Update – R	Allen
*Instructional Materials Adoptions – A [Discussed 04/09/24]	Slavensky
*New High School Courses – A [Discussed 04/09/24]	Slavensky

MAY 14

Recognition: National Speech Pathologist Day (May 18) – A	Calvin
Recognition: Classified School Employee Week (May 19-25) – A	Toto
Strategic Plan – D	Allen
English Learner Update – R	Calvin
Expanded Learning Opportunities Update (Elementary) – R	Townsend-Snider
Hearing Officer's Recommendation-2024 RIF (if applicable) – A	Gaddis
*Approval of CTE 2024 Advisory Committee Roster – A	Schnepf
*Head Start/Early Head Start COLA Funding Allocation 2024-2025 – A	Townsend-Snider
*Resolution: CSPP Continued Funding Application Designated Personnel 2024-2025 – A	Townsend-Snider

MAY 28

Recognition: National Science Bowl (if applicable) – A Schnepf
Recognition: Science Olympiad (if applicable) – A Schnepf
Recognition: Academic Decathlon (if applicable) – A Schnepf
Expanded Learning Opportunities Program (ELO-P) Update – R Calvin
Middle School Boundary Adjustments – D Camarda
Strategic Plan – A [Discussed 05/14/24] Allen
*Head Start/Early Head Start Contract Resolution FY 2024-2025 – A Townsend-Snider

JUNE 11

Public Hearing: LCAP – D Slavensky
Public Hearing: LCAP Choices Charter School – D Ginter
Public Hearing: Adoption of the 2024-2025 Budget – D Ryan
Middle School Boundary Adjustments – A [Discussed 05/28/24] Camarda
Temporary Interfund Borrowing of Cash – A Ryan
Early Literacy Support Block Grant Annual Report – R Townsend-Snider
*CIF Superintendent Designation of Representatives 2024-2025 – A Schnepf
*ECE Program Self-Evaluation for CDE – A Townsend-Snider

JUNE 25

California School Dashboard Local Indicators – R Slavensky
LCAP – A [Public Hearing 06/11/24] Slavensky
Choices Charter School California School Dashboard Local Indicators – R Ginter
LCAP Choices Charter School – A [Public Hearing 06/11/24] Ginter
Adoption of the 2024-2025 Budget – A [Public Hearing 06/11/24] Ryan
*2023-2024 Actuarial Report (OPEB) – A Ryan
*Charter School 2022-2023 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A Ryan
*2024-2025 School Plan for Student Achievement (SPSAs) – A Calvin

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