



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

Paula Villescaz, President
Michael McKibbin, Ed.D., Vice President
Zima Creason, Clerk
Pam Costa, Member
Saul Hernandez, Member

COVID-19 PUBLIC PARTICIPATION GUIDELINES

Please be advised the Board of Education meeting will be conducted telephonically only.

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president and will be held at **6:30 p.m.**, on Tuesday, **May 26, 2020**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's recently issued Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's Order that included social-distancing guidelines and avoiding group gatherings, the Order issued by the Sacramento County Health Officer directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically. All board members, staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

Given the above-identified orders and the need to ensure the health and safety of the staff and the public as a whole, **physical attendance by the public cannot be accommodated**; however, the district is making significant efforts to ensure public participation during this Board of Education meeting, and has taken the following steps to assist the public in accessing the meeting:

1. **Online Submission of Public Comment.** Public comments may be submitted using the comment form located on the district website at www.sanjuan.edu/may26. If you wish to submit a public comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Comments received by 6:00 p.m., on May 26, 2020, will be provided to the members of the board in writing prior to the meeting. Comments received after 6:00 p.m., on May 26, 2020, may be read on the record during this meeting.

All public comments will be limited to two (2) minutes or approximately 1,500 characters. Any portion of a comment extending past two (2) minutes or the approximate 1,500-character limit may not be read aloud due to time restrictions. All written comments that are not read into the record will be provided to the board members for review, provided that such comments are received prior to the end of the meeting. Please be aware that written public comments, including your name, may become public information.

Under the Ralph M. Brown Act, the board is unable to respond to any individual comments or questions regarding items not on the agenda; however, the board listens carefully to all public comments and appreciates community input and participation.

2. **Zoom Video Conferencing.** Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at <http://www.sanjuan.edu/may26>. All public comments will be limited to two (2) minutes.
3. **Translation/Interpretation.** Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the district at (916) 971-7111, or stephanie.cunningham@sanjuan.edu by noon on May 25, 2020. This allows for the scheduling of appropriate translation staff and other resources.
4. **Disability Accommodations.** 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.

Thank you in advance for your cooperation. Our community's health and safety is our highest priority. The business to be considered at this board meeting is on the following agenda:

**Board of Education Agenda
May 26, 2020**

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

B. CLOSED SESSION – 5:30 p.m.

1. Personnel matters (Government Code section 54957).
 - a. Superintendent's evaluation.

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

D. APPROVAL OF THE MINUTES – May 12, 2020, regular meeting, pages 2241-2243.

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

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

F. VISITOR COMMENTS – 6:40 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.

G. CONSENT CALENDAR – G-1/G-6 – 7:10 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-6, 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 pre-retirement reduced workload.
2. *Purchasing Report – purchase orders and service agreements, change orders and construction and public works bids.
3. *Business/Financial Report – notices of completion and warrants and payroll.
4. Acceptance of the following gifts:

Nutrition Services: from Visions In Education – for 5,000 units of shelf stable meals: \$15,520; from Patrick O'Brien on behalf of Simplot Food Group – for payment toward negative meal balances at end of 2019-2020 school year: \$100.
5. *Approval of new high school courses: Advanced Placement Spanish Literature and Culture, Biology: The Living Earth, Chemistry in the Earth System, Computer Science: Information Technology Essentials, Computer Science: Information Technology Fundamentals, Cyber Security, Honors Biology: The Living Earth, Honors Chemistry in the Earth Science, Honors Physics of the Universe, IB Math: Analysis Standard Level, IB Math: Analysis Higher Level, IB Math: Applications Standard Level, Physics of the Universe, Writing for the Stage (Discussed: 05/12/2020).
6. *Approval of the Head Start/Early Head Start grant resolution, authorizing the execution of agreement No. 21C6651S0 between SJUSD and the Sacramento Employment and Training Agency (SETA).

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Instructional Materials Adoptions – 7:15 p.m.

(Schnepp)

Material provided.

Discussion: regarding Report IIs related to the new instructional materials adoptions for American Sign Language 1-3, Advanced Placement Spanish Literature and Culture, and Intensive Reading Intervention grades 4-8. Action anticipated: 06/09/2020.

2. Partnering with the San Juan Education Foundation – 7:40 p.m.

(Kern)

Material provided.

Discussion: regarding an update on the district's partnership with the San Juan Education Foundation.

J. BOARD REPORTS – 7:55 p.m.

K. FUTURE AGENDA – 8:05 p.m.

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

L. VISITOR COMMENTS – 8:10 p.m.

B. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

M. ADJOURNMENT – 8:15 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.

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
May 12, 2020**

Regular Meeting

Board of Education

6:00 p.m.

Call to Order (A)

The May 12 regular meeting was called to order by the president, Paula Villescaz.

Roll Call

Present (via Zoom from separate locations):

Paula Villescaz, president

Michael McKibbin, Ed.D., vice president

Zima Creason, clerk

Pam Costa, member

Saul Hernandez, member

Recess: Closed Session (B)

The meeting was immediately recessed, with the board convening in closed session to discuss one personnel matter pursuant to Government Code section 54957 – superintendent's evaluation.

Reconvene Open Session/Pledge of Allegiance (C)

In the interest of public health, in compliance with California Governor Gavin Newsom's recently issued Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's order that included social-distancing guidelines and avoiding group gatherings, the order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number and all applicable provisions of federal and state law, the May 12 regular meeting was conducted telephonically via the Zoom video conferencing platform. After a delay due to technology issues, the meeting was called back to order at 7:09 p.m. by the president, Paula Villescaz. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (via email or on Zoom) available to submit public comments for tonight's meeting.

Minutes Approved (D)

It was moved by Ms. Costa, seconded by Mr. Hernandez, that the minutes of the April 28 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Staff Reports (E-1)

Superintendent Kern made comments on several topics: custodial staff and summer cleaning, Chromebook collection, teaching scenarios for the fall and budget.

Board-appointed/District Committees (E-2)

Jennifer Morgan, chair of the Curriculum, Standards, Instructional and Student Services (C&S) Committee, provided an update on the recent work of the committee.

Closed session (E-5)

There were no closed session actions to report.

Visitor Comments (F)

Visitor Comment: [received via email before the meeting]

Diane Oleson made comments regarding graduation at Rio Americano High School.

Visitor Comment: [via Zoom]

Scott Rafferty expressed his concerns about a letter that was sent to Governor Newsom related to the California Voting Rights Act during the COVID-19 pandemic.

Consent Calendar Approved (G-1/G-10)

It was moved by Dr. McKibbin, seconded by Ms. Creason, that the consent calendar items G-1 through G-10 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (G-1)

Appointments, separations and pre-retirement reduced workload — approved as submitted.

Purchasing Report (G-2)

Purchase orders and service agreements, change orders and construction and public works bids — approved as submitted.

Business/Financial Report (G-3)

Quarterly investment report — approved as submitted.

Disposal of Surplus Property (G-4)

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

Gifts (G-5)

Acceptance of gift to Nutrition Services.

Career Technical Education 2020 Advisory Committee Membership Roster (G-6)

Approval of the Career Technical Education 2020 Advisory Committee Membership Roster.

Resolution No. 2992: Encina Preparatory High School Lease Amendment for Gymnasiums Upgrades (G-7)

Adoption of Resolution No. 2992, approving the first amendment to the lease agreement for the Encina Preparatory High School gymnasiums' HVAC and roofing upgrades, Project No. 205-9390-N1 between SJUSD and Clark & Sullivan Builders, Inc. dba Clark/Sullivan Construction.

Resolution No. 2993: Sale of Real Property to Sylvan Cemetery District (G-8)

Adoption of Resolution No. 2993, approving the sale of real property between SJUSD and the Sylvan Cemetery District.

Grant: Every Student Succeeds Act Comprehensive Support and Improvement (G-9)

Approval to implement the following grant: Every Student Succeeds Act Comprehensive Support and Improvement 2019-2020.

Grant: Tobacco-Use Prevention Education (G-10)

Approval to implement the following grant, if funded: Tobacco-Use Prevention Education Program Grant 2020-2023.

Revised Summer Learning Programs 2020 (I-1)

Assistant Superintendent of Secondary Education Rick Messer provided an overview of the recent changes to the summer learning programs for 2020, which will be conducted via distance learning due to the COVID-19 pandemic. Mr. Messer reviewed the list of options for high school credit recovery, and Assistant Superintendent of Educational Services Debra Calvin, Ed.D., reviewed the academic supports for English language learners, special education and students at Title I schools. After the presentation, staff answered questions from the board and addressed questions posed during visitor comments.

Visitor Comments: [via Zoom]

Mr. Stinson made comments regarding alternative summer school options for high school students.

Scott Rafferty stated that he emailed two comments that he would like read during visitor comments.

Lea Roman inquired if instructional assistants would receive distance learning training.

New Course Adoptions (I-2)

Senior Director of Professional Learning and Innovation Kristan Schnepf explained the course request process and presented the list of 16 proposed new high school courses. Science Program Specialist Paula Baucom provided details regarding the recommendation of the three-course model for science. Staff answered questions from the board.

Visitor Comments: [via Zoom]

Tom Nelson inquired about having a districtwide course catalog.

Ms. Costa stated that she enjoyed listening to the teachers who submitted new course proposals speak at the C&S committee meeting and thanked them for meeting the needs of students. At Ms. Costa's request, Ms. Schnepf explained how, even if one high school proposes a new course, the courses could be offered at other district high schools if there is enough student interest. Ms. Creason inquired about the role of the C&S committee in this process, which Ms. Schnepf explained. Dr. McKibbin expressed thanks to the teachers who created the course ideas and asked clarifying questions about the science pathway. Ms. Villescaz thanked staff, educators and community members for taking part in the process. Action was scheduled for May 26.

Board Reports (J)

Ms. Costa shared her positive experiences around observing a third-grade distance learning class, acknowledged several recognition events that are normally celebrated this time of year and praised Senior Director of Community Relations Trent Allen for his work on coordinating the virtual meetings.

Dr. McKibbin recognized the recent work of the Technology Services department.

Ms. Creason shared that she participated in a webinar focused on COVID-19 resources, which was a partnership between Encina Preparatory High School and numerous outside agencies; and she gave a shout-out to all the graduating seniors and stated that, while it is not ideal, she is happy and thankful that staff is organizing virtual graduation ceremonies.

Mr. Hernandez expressed gratitude toward staff for their work during the pandemic, which he reiterated by sharing a recent conversation he had with a teacher.

Ms. Villescaz also thanked staff, and she also noted that, due to the work of community partnerships, the food bank at Encina Preparatory High School is now open more frequently.

Future Agenda (K)

No items were added to the future agenda.

Visitor Comments (L)

Visitor Comments: [via Zoom]

President of CSEA Chapter 127 Karen Smith acknowledged the district's classified employees, noting that Classified School Employee Week is next week.

Teacher Angela Luna recognized Nicole Naditz and Jen Cox for their outstanding technological expertise and assistance during the transition to distance learning.

Visitor Comments: [received via email during the meeting]

Norma Alcala, executive board member of the California Latino School Board Association, urged the board to not delay the transition to single-member districts.

Carlos Alcala, chair of the Chicano Latino Caucus California Democratic Party, expressed support for transitioning to single-member districts in time for the November 2020 election.

Adjournment (M)

At 8:43 p.m., there being no further announcements or business, the regular meeting was adjourned.

Paula Villescaz, President

Kent Kern, Executive Secretary

Approved: _____
:sc

HUMAN RESOURCES

The following reports are submitted for board approval

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

Agenda for the May 26, 2020 Board Meeting

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Hanks, Karen	Prob	Principal	Kingswood	07/01/20
New Hire	Nelson, Jennifer	Prob	Prog Specialist, Special Ed	Special Education – Kenneth	07/01/20

2. LEAVES OF ABSENCE

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Moore, Kathleen	Perm	Lang/Speech/Hearing Spec	Special Education – Kenneth	04/14/20 06/01/20
Unpaid	Carter, Carrie	Prob	Teacher Grade 7/8	Arcade	04/28/20 06/10/20
Unpaid	Moore, Kathleen	Perm	Lang/Speech/Hearing Spec	Special Education – Kenneth	06/02/20 06/01/21

3. SEPARATIONS

MANAGEMENT

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Storey, Aaron	Perm	Assist Dir, Special Education	Special Education – Kenneth	06/30/20

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Cortez, Nicole	Perm	Teacher Grade 5	Mariposa	06/10/20
Resignation	Feld, Jonathan	Perm	Teacher Grade 9/12	Rio Americano	06/10/20
Resignation	Hodge, Lauri	Perm	Counselor 9/12	Bella Vista	06/09/20
Resignation	Rymsza, Ann	Perm	Teacher Grade 7/8	Will Rogers	06/10/20
Resignation	Waltz, Michael	Perm	Teacher Grade 9/12	Rio Americano	06/10/20
Resignation	Woodard, Trinese	Perm	Tch-Severely Hndcp	Garfield	06/10/20
Retirement	Ellis, Judy	Perm	Tch-ECE Content Specialist	Early Childhood Education	06/30/20
Retirement	Julin, Maureen	Perm	Teacher Grade 2	Orangevale Open	06/10/20

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Amador, Theresa	Prob	Instructional Assistant III	Special Education – Kenneth	04/30/20
Resignation	Byrd-Smith, Andrew	Prob	Administrative Assistant	Student Support Services	05/06/20
Resignation	Fuchs, Tyler	Perm	Instructional Assistant III	Del Campo	04/12/20
Resignation	Mirhosseini, Oranous	Perm	IA-Bilingual-Farsi	Howe Avenue	03/13/20
Retirement	Bressler, Sandra	Perm	IA-Deaf and Hard-of-Hearing	Marvin Marshall	06/09/20
Retirement	Herndon, Kathleen	Perm	Mid Sch Records/Rprt Clerk	Carnegie	06/19/20
Retirement	Kraut, Jan	Perm	Nutrition Services Worker II	Oakview	07/14/20
Retirement	Mitchell, Stephen	Perm	Tech Support Specialist I	Technology Services	05/08/20
Suspension	CL-489	Perm	Bus Driver	Transportation	05/27/20

4. PRE-RETIREMENT REDUCED WORKLOAD

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Pre-Retirement	McAllister, Michael	Perm	Teacher Grade 9/12	Mira Loma	08/11/20

KS

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	NA	
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	



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

April 29, 2020 - May 12, 2020

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
007002	5/12/2020	PBIS	Reward Service for Students - 5 year contract - 7/01/2019 - 6/30/2024	\$ 4,063.00	190 - La Vista
007001	5/12/2020	ThoughtExchange/Fulcrum Management Solutions	System to gather stakeholder/community voice and provide insight to help leaders make informed decisions and take action. 2 year contract - 4/01/2020 - 4/01/2022	\$ 24,000.00	030 - Community Relations
006929	5/4/2020	IXL	Online learning system for students - 3 year contract Year 1 - 4/01/2020 - 3/31/2021 \$10,800 Year 2 - 4/01/2021 - 4/01/2022 \$5,400 Year 3 - 4/01/2022 - 4/02/2023 \$5,400	\$ 10,800.00	430 - Sylvan Middle School
TBD	5/12/2020	National Inventors Hall of Fame	Summer learning - Camp invention remote/distance options to continue hands-on learning	\$ 109,000.00	304 - OSLA



**Purchasing Contracts Board Report
Change Orders/Amendments for Items \$95,200**

April 29, 2020 - May 12, 2020

Change Orders

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

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
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Contract Consultant 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
906565	5/7/2020	Terracon	Additional special testing for Casa New Construction project 209-9512-N1	\$ 85,397.00	\$ 46,422.00	\$ 21,338.00	\$ 153,157.00	216 - Facilities
904977	5/11/2020	Consolidated Engineering Lab	Additional special testing for Winterstein MOD project 153-9495-P1	\$ 47,713.00	\$ 22,845.00	\$ 52,213.00	\$ 122,771.00	216 - Facilities

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
1837	5/11/2020	Z Squared Construction	CCD1 - CCD19 additional work for Winterstein MOD project 153-9495-P1	\$ 4,624,000.00	\$ 19,589.00	\$ 700,000.00	\$ 5,343,589.00	216 - Facilities
3846	5/11/2020	Martin General Engineering, Inc.	CCD1 - CCD9 additional work for M&O Parking Lot project 500-9535-19DM	\$ 369,000.00	\$ -	\$ 27,629.00	\$ 396,629.00	212 - M&O



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

April 29, 2020 - May 12, 2020

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	5/11/2020	TBD	20-118	RDH Construction, Inc.	DPM Portable projects 111-9568-P1	\$ 266,260.00	216 - Facilities

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
23	4/27/2020	TBD	Piggyback	Campbell Keller	Furniture for Casa Roble 2 Café's 209-9306-J1	\$ 200,625.41	216 - Facilities
23	5/11/2020	TBD	20-117	Swierstok Enterprise Inc., dba Pro Builders	Portable for Deterding project 112-9568-J2	\$ 178,800.00	216 - Facilities
23	5/11/2020	TBD	Piggyback	Miracle Play System	New playground for Ralph Richardson project 148-9449-J1	\$ 165,182.13	216 - Facilities
24	5/11/2020	TBD	Piggyback	Campbell Keller	Furniture for Casa Roble New Construction project 209-9512-N1	\$ 239,679.06	216 - Facilities

New Addendum to Master Agreements

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

APPROVED: KS Kik
Kent Stephens

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	✓	2
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Clark & Sullivan Construction	PO#902277 Provide all labor, materials, equipment, tools, transportation and incidentals for the Infrastructure - solar & roof repair at the Rio Americano High School, 4540 American Drive, Sacramento CA 95864 located in the San Juan Unified School District, Sacramento CA. Vendor: Clark & Sullivan Construction	4/15/2020	4/23/2020

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		April 2020
01	General Fund	\$ 3,345,406.85
09	Charter Schools	8,199.15
10	Special Ed Pass-Thru	252,227.16
11	Adult Education	7,677.14
12	Child Development	33,492.65
13	Food Service/Cafeteria	360,247.66
14	Deferred Maintenance	28,379.48
21	Building Fund	30,408.78
22	Measure S Building Fund	4,089.85
23	Measure J Building Fund	919,822.29
24	Measure N Building Fund	190,893.76
25	Capital Facilities	10,752.50
26	Measure P Building Fund	340,105.65
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	428,213.46
95	Student Body Fund	-
TOTALS		\$ 5,959,916.38

PAYROLL AND BENEFITS		
All Funds		April 2020
Certificated Payroll		\$ 19,399,322.23
Classified Payroll		8,094,848.65
Benefits		13,224,062.54
TOTALS		\$ 40,718,233.42

GRAND TOTAL \$ 46,678,149.80

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

AGENDA ITEM: G-5

MEETING DATE: 05/26/2020

SUBJECT: New High School Courses for 2020-2021

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 approve the new proposed high school courses.

RATIONALE/BACKGROUND:

The proposed high school courses of study listed below are designed to ensure student choice and instructional alignment with the Strategic Plan, Local Control and Accountability Plan, and California's State Standards. The proposed courses of study provide a high level of rigor, deeper opportunities for study, and promotes college and career readiness.

Courses:

Advanced Placement Spanish Literature and Culture
Biology: The Living Earth
Chemistry in the Earth System
Computer Science: Information Technology Essentials
Computer Science: Information Technology Fundamentals
Cyber Security
Honors Biology: The Living Earth
Honors Chemistry in the Earth Science

Honors Physics of the Universe
IB Math: Analysis Standard Level
IB Math: Analysis Higher Level
IB Math: Applications Standard Level
Physics of the Universe
Writing for the Stage

ATTACHMENT(S):

N/A

BOARD COMMITTEE ACTION/COMMENT:

Curriculum, Standards, Instructional & Student Services: 05/06/2020, 05/11/2020

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/04/2020, 05/18/2020

FISCAL IMPACT:

Current Budget: \$ N/A
Additional Budget: \$ N/A
Funding Source: N/A
Current Year Only: ☐
On-going: ☐

LCAP/STRATEGIC PLAN:

Goal: 1
Focus: N/A
Action: All
Strategic Plan: 1

PREPARED BY: Kristan Schnepf, Senior Director, Professional Learning and Innovation KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support *mb*
Kent Kern, Superintendent of Schools *kk*

AGENDA ITEM: G-6

MEETING DATE: 05/26/2020

SUBJECT: Head Start and Early Head Start
Grant Resolution for Fiscal Year 2020-21

CHECK ONE:

For Discussion: ☐

For Action: ☒Report: ☐Workshop: ☐

Recognition: ☐

Emergency Action: ☐

DEPARTMENT: Early Childhood Education

ACTION REQUESTED:

The superintendent is recommending that the board approve the Head Start and Early Head Start grant resolution with the Sacramento Employment and Training Agency (SETA).

RATIONALE/BACKGROUND:

The annual Head Start and Early Head Start grant resolution is an agreement to implement the Head Start and Early Head Start funding for fiscal year 2020-21. Head Start and Early Head Start are comprehensive programs designed to meet the needs of pregnant women and children from infancy through five years of age, including infant, toddler and preschool programs.

ATTACHMENT(S):

A: Resolution Authorizing Execution of Delegate Agency Agreement from SETA

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/18/2020

FISCAL IMPACT:

Current Budget: Head Start	\$ 8,442,528
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Early Head Start	\$ 1,932,386
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Total Current Budget: \$10,374,914

Funding Source: Federal – Health and Human Services

Current Year Only	<input checked="" type="checkbox"/>	On-going	<input type="checkbox"/>
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LCAP/STRATEGIC PLAN:Goal: 1, 2 Focus: N/A

Action: N/A

Strategic Plan: 1, 2

PREPARED BY: Jim Walters, Program Manager, Early Childhood Education

APPROVED BY: Amberlee Townsend-Snider, Senior Director, Elementary Education ^{ATS}
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support ^{mb}
Kent Kern, Superintendent of Schools ^{JK}

RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT

FROM THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

(GOVERNMENTAL ENTITY)

WHEREAS, San Juan Unified School District,
(Legal Name of Entity)
a California local governmental entity (hereinafter referred to as "DELEGATE"), desires to enter into an AGREEMENT with the SACRAMENTO EMPLOYMENT AND TRAINING AGENCY, a Joint Powers Agency and Head Start Grantee (hereinafter referred to as "SETA"), for the operation of a Head Start Program under the Head Start Act, 42 U.S.C. Section 9801, et seq., as amended;

THEREFORE, BE IT RESOLVED THAT the Governing Body of DELEGATE hereby authorizes the execution of AGREEMENT # 21C6651S0 by and between DELEGATE and SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the position(s) of:

Title

1. Amberlee Townsend-Snider, Senior Director, Elementary Education
2. Jim Walters, Program Manager, Early Childhood Education
3. _____

is/are hereby authorized on behalf of and in the name of DELEGATE and as its official act and deed to sign and otherwise enter into AGREEMENT # 21C6651S0 with SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the position(s) of:

Title

1. Debra Brown, Administrator, Early Childhood Education
2. Lisa Teal, Administrator, Early Childhood Education
3. Norma Hammer-Agor, Administrator, Early Childhood Education

shall be authorized to act on behalf of DELEGATE with respect to this AGREEMENT

21C6651S0 by and between DELEGATE and SETA and that SETA may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of DELEGATE pursuant to this resolution; and

BE IT FURTHER RESOLVED THAT the following individuals comprise the entire Governing Body of DELEGATE***:

<u>Name</u>	<u>Address</u>	<u>City, Zip Code</u>
1. <u>Paula Villescaz, President</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, 95608</u>
2. <u>Michael McKibbin, Ed.D., Vice President</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, 95608</u>
3. <u>Zima Creason, Clerk</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, 95608</u>
4. <u>Pam Costa, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, 95608</u>
5. <u>Saul Hernandez, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, 95608</u>
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____

*** Add additional pages if necessary

AND BE IT FURTHER RESOLVED THAT the authority conferred pursuant to this resolution and the representations contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by SETA.

I, Zima Creason, Clerk, Board of Education
(Title)
of San Juan Unified School District, a California
(Legal Name of Entity)
local governmental entity, do hereby certify and declare that the foregoing is a full, true and
complete copy of a resolution duly passed and adopted by the Governing Body of said entity at a
meeting of said Body duly and regularly called, noticed and held, at
3738 Walnut Avenue, Carmichael, CA 95608 on the _____ day of _____, 20 20, at
which meeting a quorum of the Governing Body was present and a majority of which quorum
voted in favor of said resolution, and that said resolution is now in full force and effect.

IN TESTIMONY WHEREOF, I have hereunto set my hand this _____ day of
_____, 20 20 .

San Juan Unified School District

(Name of Entity)

BY: _____
(Signature)

Zima Creason

(Typed Name)

Clerk, Board of Education

(Title)

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

AGENDA ITEM: I-1

MEETING DATE: 05/26/2020

SUBJECT: Instructional Materials Adoptions

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 discuss Report IIs related to new instructional materials adoptions.

Action anticipated: 06/09/2020

RATIONALE/BACKGROUND:

As San Juan Unified School District continues to move forward with the implementation of the state standards and new graduation requirements, it is essential that teachers and students have access to current and aligned instructional materials. To address this need, the Professional Learning & Curriculum Innovation department formed adoption committees composed of teachers, administrators, parents, community members and support staff to explore, pilot and recommend new standards-aligned textbooks and materials for adoption. A wide variety of schools, with all grade and course levels represented, reviewed, and piloted the textbooks and materials.

ATTACHMENT(S):

A: Presentation

B: Instructional Materials Adoptions Report IIs

- American Sign Language 1-3
- Advanced Placement Spanish Literature and Culture
- Intensive Reading Intervention, grades 4-8

C: Instructional Materials Pilot and Adopting Schedule

BOARD COMMITTEE ACTION/COMMENT:

Curriculum and Standards Committee: 05/20/2020

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/18/2020

FISCAL IMPACT:

Current Budget: \$ 513,855

Additional Budget: \$ N/A

Funding Source: Prop 20 Lottery Funds & K-12

Instructional Materials Reserve (locally restricted)

Title IV funding

LCAP/STRATEGIC PLAN:

Goal: 1

Focus: 5 & 6

Action: All

Strategic Plan: 1

Current Year Only ☒

Ongoing ☐

KS

PREPARED BY: Kristan Schnepf, Senior Director, Professional Learning and Innovation

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support *mb*
Kent Kern, Superintendent of Schools *KK*

Instructional Materials Adoption Recommendations - Report II

Board of Education
May 26, 2020

Kristan Schnepf, Senior Director, Professional Learning and Innovation
Laura Davis, Program Specialist, Special Education
Nicole Kukral, Program Specialist, English/Language Arts
Nicole Naditz, Program Specialist, World Languages

Instructional Materials Adoption Recommendations

1



Instructional Materials Pilot and Adoption Schedule

Updated 05/01/2020

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

	Language Arts/Reading	Mathematics	Science & Health	Social Science	World Languages
State Timeline	Framework: July 2014 K-8 Matrix: Nov. 2015 Framework: 2023	Framework: Nov. 2013 K-8 Matrix: Jan. 2014 Framework: 2021	Science Framework: Nov. 2016 K-8 Matrix: Nov. 2018 Health Framework: 2003 (Anticipated revision 2019)	Framework: July 2016 K-8 Matrix: Nov. 2017	Framework: 2001 Framework: 2020
18-19		Senior Year Math Math Foundations Workshop	6 th - 8 th Science *	TK - 5 th Social Science * 6 th - 8 th History * 9 th - 10 th World History 11 th US History AP Human Geography	Chinese (all)
19-20	4 th - 8 th Intensive Reading Intervention *		K - 5 Science *	IB Economics SL Geography IB Global Studies AP Micro Economics AP European History Political Science (all)	American Sign Language (all) AP Spanish Literature and Culture
20-21			9 th - 12 th Health Chemistry (all) Biology (all) Physics (all) AP Environmental Science 9 th -12 th IB Science		
21-22		TK-8 Math Integrated Math 1-3			Spanish (all)
22-23	9 th - 12 th English, AP ERWC IB English	Statistics, AP Pre-Calculus AP Calculus A/B & B.C	Physiology, honors	Economics Psychology (all) IB History of Americas	French (all)
23-24	K - 5 th Reading/Language Arts * 6 th - 8 th Language Arts * English Learner Support Independent Living Skills	Independent Living Skills		Sociology AP US History	
24-25		Financial Math 4 th - 8 th Intensive Math Intervention * Math Modeling	5 th - 12 th Health Supplemental Materials Independent Living Skills	AP Government AP Economics AP World History American Government Anthropology	Japanese (all)

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

Instructional Materials Adoption Recommendations

2



Current Reports

English/Language Arts

- Intensive Reading Intervention, grades 4-8

World Languages

- American Sign Language 1-3
- Advanced Placement (AP) Spanish Literature and Culture

Small Adoptions

American Sign Language 1-3
AP Spanish Literature and Culture

Stages of the Process

- Request samples from publishers (Fall 2019)
- Independent review by teachers (September 2019 - January 2020)
- Community feedback (December 2019 -February 2020)
- Recommendation (February/March 2020)

Selection Criteria

- Content/alignment with standards
- Program organization
- Assessment
- Universal access
- Instructional planning and teacher support
- Technology/digital tools

Total Cost (For seven-year adoption)

- American Sign Language: \$3,293
- AP Spanish Literature: \$4,451
- **Total materials cost: \$7,744**

Professional development is on an individual basis with publisher.

Two Cycle Adoption

Intensive Reading Intervention
Grades 4-8

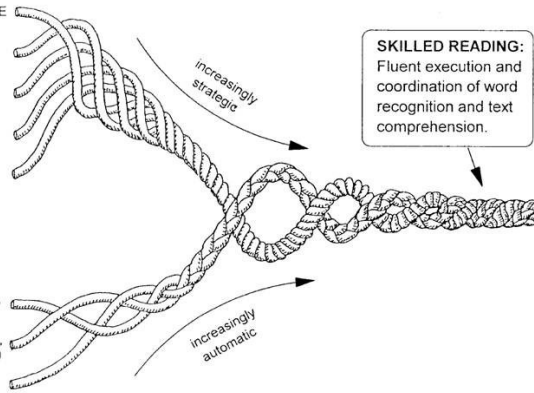
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

Purpose of Intensive Reading Intervention

The Need

- Students with significant challenges in learning to read and write
 - Foundational reading deficits
 - Spelling deficits
- Core replacement

The Instructional Plan

- Increase and strengthen
 - Accuracy and automaticity
 - Decoding and encoding
- Gain access to grade-level instruction

Report I Summary

- Two programs under consideration:
 - *Language! Live* (Voyager/Sopris)
 - *Read 180* (Houghton Mifflin Harcourt)

Adoption Timeline

- Pilot committee creation: Spring 2019
 - Classroom teachers (general education and special education)
 - Administrators
 - Other site and instructional staff
 - Family and community members
- Public preview open house: May 2019
- Committee professional learning: July 2019
- Publisher presentations: September 2019

Adoption Timeline

- Pilot: 12 total weeks, 2019 - 2020 school year
- Committee recommendation: February 2020
- Curriculum and Standards: May 2020
- Board discussion and action: May - June 2020
- Professional learning for all teachers: Fall 2020
- Full implementation of materials: Fall 2020

Selection Criteria

1. Content/alignment to standards
2. Program organization
3. Assessment
4. Universal access
5. Instructional planning and teacher support
6. Digital tools and online resources
7. Social content

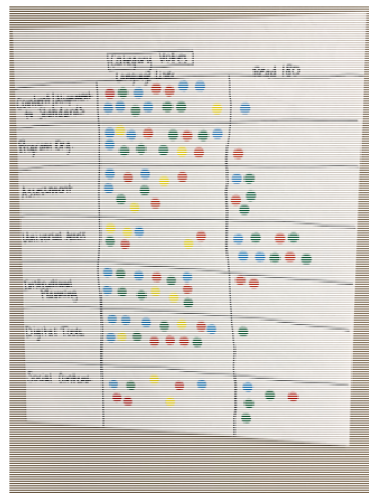
Decision-Making Process

When determining their final recommendation, committees:

- Reviewed and discussed all available student, teacher and community feedback
- Reflected on the experience of piloting each set of materials
- Discussed the strengths and limitations of each set of materials through the lens of the selection criteria
- Voted electronically

Why *Language! Live?*

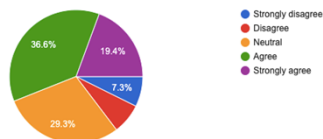
- Strong support of foundational skills
- High student engagement
- Positive student learning results in a short period of time



Student Feedback

- Students were engaged by the texts, activities, and game-like features

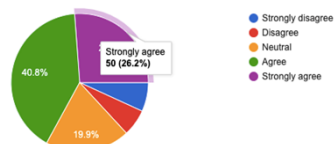
Language Live made me a more confident reader
191 responses



- Students appreciated the opportunities to practice sight words

- Students enjoyed getting recorded feedback from their teachers

I felt successful when I was doing Language Live
191 responses



- The majority of students felt successful while using the materials

Estimated Costs

- Language! Live* materials: \$324,111 (seven-year adoption cost)
- Cost of Chromebooks to support digital components: \$182,000 (Title IV funding)

Professional Development Model

Due to the COVID-19 pandemic, the specific model of professional learning is uncertain. However, it will include the following components:

- Professional learning in the teaching of reading
- Support from the publisher
- Continuous opportunities throughout the year to learn together and collaborate

QUESTIONS

**San Juan Unified School District
Curriculum and Professional Development Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Intensive Reading Intervention, grades 4-8

2. Recommended text:

Language! Live California, Voyager-Sopris Learning, Inc., 2015

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

Read 180, Scholastic, 2009, adopted in 2009

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Community showcase	May 30, 2019
Committee professional learning	August 5, 2019
Publisher presentations	September 3, 2019
Cycle 1 Pilot	September 30 - November 14, 2019
Cycle 2 Pilot	December 2, 2019 - January 28, 2020
Public viewing	December 9, 2019 - February 7, 2020
Community showcase	January 29, 2020
Adoption committee decision-making	February 13, 2020
Recommendation to Curriculum and Standards	May 20, 2020
Board discussion	May 26, 2020
Board action	June 9, 2020
Purchase orders submitted	June 10, 2020
New materials in the classroom	July 2020

5. Actual total cost over the life of the adoption for materials:

The total cost of the materials is \$324,111.

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment 1

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the materials using the Category Key Indicators document, which was modified to meet the needs of this particular adoption

See Attachment 2: Category Key Indicators

9. In what ways were student responses solicited?

Students responded to a survey in classrooms where the materials were piloted.

Strengths and limitations as shared by students are as follows:

Strengths
<ul style="list-style-type: none">• There was sight word practice to support students' foundational skills• Students could speak into the program so that they were able to get feedback from their teacher about their pronunciation• There are "gameified" features, such as a personal avatar and individual achievements that feel motivating and engaging
Limitations
<ul style="list-style-type: none">• Students were not always engaged by the videos• Some students did not like the spelling words

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district and school newsletters, at various parent and community meetings, on the district website, in Behind the Scenes and SJ Scene. Dates and events are as follows:

What	When	Where
Community showcase	May 30, 2019	Kenneth Avenue School
Public review	December 9, 2019 - February 7, 2020	Choices Charter School
Community showcase	January 29, 2020	Choices Charter School

Information regarding materials review was also shared with school and district leaders through Leadership Reflections. Adoption updates were shared with the Curriculum and Standards committee.

FEEDBACK RESULTS

11. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none"> Teachers observed growth in their students during the pilot The materials are highly engaging for students The materials involve students in deep thinking tasks Planning resources for teachers are helpful and accessible
Limitations
<ul style="list-style-type: none"> The teacher dashboard is a little bit confusing to navigate There are only four digital entry points into the online curriculum Independent reading books are not included with the curriculum

12. What were the results of the final voting and what is the recommended textbook?

The committee voted 18-0 to select *Language! Live California*

13. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none"> Student package 7-year digital access 	<ul style="list-style-type: none"> Teacher package 7-year digital access

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend professional learning in Fall 2020, with support offered throughout the year as needed.

The cost for the professional development as described above is included in the adoption.

15. Curriculum Department contact for additional information:

Kristan Schnepf, Senior Director, Professional Learning and Innovation
kschnepf@sanjuan.edu
(916) 971-7364

16. Date submitted Report II: Draft May 20, 2020

Textbook Adoption – Report II – Page 5
Intensive Reading Intervention

Attachment A: Names of adoption committee members

Intensive Reading Intervention - Report 2

Name	School/Role
Lisa Andrews	Del Dayo, general education teacher
Kaitlin Barrie	Will Rogers, SDC teacher
Gina Berry	Carnegie, general education teacher
Hillary Blair	LeGette, SDC teacher
Elizabeth Burton	Arden, SDC teacher
Lashaun Byer	Special Education, School Psychologist
Tammie Clark	Grand Oaks/Orangevale Open, RSP teacher
Susan Eaton	Cambridge Heights/Woodside, RSP teacher
Rebecca Feldman	Pasteur, SDC teacher
Jennifer Flores	Carnegie, RSP teacher
Stefanie Gojkovich	Woodside, RSP teacher
Robbin Haitz	Carmichael, intervention teacher
Pamela Hocking	Lichen, RSP teacher
Kevin Jaeger	parent
Lindsey Jones	Howe, SDC teacher
Lynne Koerner	Special Education, Program Specialist
Jill McGovern	Trajan, RSP teacher
Charity McKune	Churchill, RSP teacher
Corinne Poirier	Encina, vice principal
Lisa Ruzicka	Twin Lakes, SDC teacher
Terri Thacker	Arcade, RSP teacher
Melvin Yee	Special Education, Program Specialist
Katie Zylstra	MTSS, Academic Intervention Specialist

Category Key Indicators: Intensive Reading Intervention

Category	Key Indicators
Content/Alignment to Standards	<ul style="list-style-type: none"> • Reflects and incorporates the content of all relevant California state frameworks and all relevant grade-level standards • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> • Includes systematic instruction for phonemic awareness • Includes systematic instruction for phonics • Includes systematic instruction for fluency • Includes systematic instruction for vocabulary • Includes systematic instruction for comprehension • Includes systematic instruction for writing • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> • Collects and reports granular data that is frequent and growth-sensitive • Assesses understanding and application of skills and knowledge embedded in the program • Assesses standards in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction • Offers a variety of assessments and types of administrations, as well as norm-referenced assessments
Universal Access	<ul style="list-style-type: none"> • Provides texts that are both engaging and age-appropriate for older learners • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction so that all students have access to grade-level texts and skills • Provides resources and strategies to support students who are above grade level • Includes user-friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> • Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Includes instructional planning tools for differentiated instruction (e.g. small groups) • Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides additional activities that reinforce or extend classroom instruction

Digital Tools/Online Resources	<ul style="list-style-type: none"> • Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.) • Enhances student understanding in the appropriate grade-level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> • Portray accurately and equitably the cultural and racial diversity of American society • Demonstrate the contribution of minority groups and males and females to the development of California and the United States • Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively • Do not contain inappropriate references to commercial brand names, products and corporate or company logos

**San Juan Unified School District
Curriculum and Professional Development Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

American Sign Language 1-3

2. Recommended text(s):

American Sign Language 1

Master ASL! Level One, Sign Media Incorporated, 2006

American Sign Language 2

Master ASL! Level One, Sign Media Incorporated, 2006

American Sign Language 3

ASL Grammatical Aspects: Comparative Translations, Harris Communications, 2001

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

There is not currently a board-adopted text for this course

b. Alignment with state or district textbook cycle:

This course has been taught for two years in San Juan USD, and a text needs to be officially adopted.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption committee decision-making	December 3, 2019
Recommendation to Curriculum and Standards	May 20, 2020
Board discussion	May 26, 2020
Board action	June 9, 2020
Purchase orders submitted	June 10, 2020
New materials in the classroom	July 2020

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$3,293

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment 1

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment 2: Category Key Indicators

FEEDBACK RESULTS

9. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none">These are the only materials available that are aligned to the national and state world languages standards
Limitations
<ul style="list-style-type: none">No limitations were offered

10. What were the results of the final voting and what is the recommended textbook?

The committee voted 2-0 to select *Master ASL! Level One* and *ASL Grammatical Aspects: Comparative Translations*

11. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
ASL 1-2 <ul style="list-style-type: none"><i>Master ASL, Level One</i> Text ASL 3 <ul style="list-style-type: none"><i>ASL Grammatical Aspects</i> Text	ASL 1-2 <ul style="list-style-type: none"><i>Master ASL, Level One</i> Text ASL 3 <ul style="list-style-type: none"><i>ASL Grammatical Aspects</i> TextSign Enhancers DVD

- 12. What professional development will be provided for teachers? What costs will be associated with the training?**

The teachers have been using the text and are familiar with it already. They are supported with common planning time.

- 13. Curriculum Department contact for additional information:**

Kristan Schnepf, Senior Director, Professional Learning and Innovation
kschnepf@sanjuan.edu
(916) 971-7364

- 14. Date submitted Report II:** Draft May 20, 2020

Textbook Adoption – Report II – Page 4
American Sign Language 1-3

Attachment A: Names of adoption committee members

American Sign Language 1-3 - Report 2

Name	School/Role
Raquel Mahoney	Del Campo, teacher
Lesa Young	Bella Vista, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	<ul style="list-style-type: none"> Reflects and incorporates the content of all relevant California state frameworks and all relevant standards (content, CCSS, NGSS, ELD) Provides explicit, sequential, logical, systematic instruction and diagnostic support Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> Includes enough material to support the entirety of the course Presents information and instruction systematically and logically for standards, tasks, and assessments Includes guidance for using all components of the program to support deep and meaningful student learning Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> Assesses understanding and application of skills and knowledge embedded in the program Assesses standards in several formats for immediate follow-up instruction, practice, and review Helps teachers plan and determine the effectiveness of classroom instruction Offers a variety of assessments and types of administrations, as well as norm-referenced assessments
Universal Access	<ul style="list-style-type: none"> Provides resources and strategies that engage every student in the classroom Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners Provides resources and strategies to support students who are above grade level Includes user-friendly style/format (visual stimuli, graphics) that enhances learning Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> Provides logical, explicit instructional guidelines for teachers to follow Includes a teacher planning guide explaining how to components with alternative schedules Identifies specific objectives, instructional examples and practice opportunities in every lesson Provides a list of necessary instructional materials for each lesson Provides support/suggestions for the appropriate use of the program's technology Includes electronic resources that are integral to the program, not extraneous Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	<ul style="list-style-type: none"> Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Technology components are easy to access and user friendly for students and teachers Technology is available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.) Enhances student understanding in the appropriate grade-level standards and supports the print resources Technology is interactive and adaptive when possible
Social Content	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> Portray accurately and equitably the cultural and racial diversity of American society Demonstrate the contribution of minority groups and males and females to the development of California and the United States Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively Do not contain inappropriate references to commercial brand names, products and corporate or company logos

**San Juan Unified School District
Curriculum and Professional Development Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Advanced Placement Spanish Literature and Culture

2. Recommended text(s):

Azulejo, Wayside Publishing, 2012

3. Rationale:

a. Title, publisher, copyright and year of adoption of current textbook:

There is not currently a board-adopted text for this course

b. Alignment with state or district textbook cycle:

The course will be offered for the first time in fall 2020.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Independent review of sample materials	Nov. 2019 - March 2020
Committee decision-making	May 2020
Recommendation to Curriculum and Standards	May 20, 2020
Board discussion	May 26, 2020
Board action	June 9, 2020
Purchase orders submitted	June 10, 2020
New materials in the classroom	July 2020

5. Actual total cost over the life of the adoption for materials:

The total cost of the adoption is \$4,451

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted).

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment 1

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment 2: Category Key Indicators

FEEDBACK RESULTS

9. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
<ul style="list-style-type: none">• All of the readings from the College Board are included in the text• There is support material for each reading in the text• There is a teacher edition to support planning and instruction
Limitations
<ul style="list-style-type: none">• The book is very rigorous and would likely require support for some of our students

10. What were the results of the final voting and what is the recommended textbook?

The committee voted 4-0 to recommend *Azulejo*

11. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
<ul style="list-style-type: none">• Student edition• 7-year digital license	<ul style="list-style-type: none">• Teacher edition• 7-year digital license

12. What professional development will be provided for teachers? What costs will be associated with the training?

The teachers will work with the publisher to receive support for implementation.

13. Curriculum Department contact for additional information:

Kristan Schnepf, Senior Director, Professional Learning and Innovation
kschnepf@sanjuan.edu
(916) 971-7364

14. Date submitted Report II: Draft May 20, 2020

Textbook Adoption – Report II – Page 4
AP Spanish Literature and Culture

Attachment A: Names of adoption committee members

American Sign Language 1-3 - Report 2

Name	School/Role
Antonio Losada	Rio Americano, teacher
Luz Perry	El Camino, teacher
Ana Quiñonez	Encina, teacher
Vanessa Sosa	Bella Vista, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	<ul style="list-style-type: none"> Reflects and incorporates the content of all relevant California state frameworks and all relevant standards (content, CCSS, NGSS, ELD) Provides explicit, sequential, logical, systematic instruction and diagnostic support Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> Includes enough material to support the entirety of the course Presents information and instruction systematically and logically for standards, tasks, and assessments Includes guidance for using all components of the program to support deep and meaningful student learning Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> Assesses understanding and application of skills and knowledge embedded in the program Assesses standards in several formats for immediate follow-up instruction, practice, and review Helps teachers plan and determine the effectiveness of classroom instruction Offers a variety of assessments and types of administrations, as well as norm-referenced assessments
Universal Access	<ul style="list-style-type: none"> Provides resources and strategies that engage every student in the classroom Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners Provides resources and strategies to support students who are above grade level Includes user-friendly style/format (visual stimuli, graphics) that enhances learning Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> Provides logical, explicit instructional guidelines for teachers to follow Includes a teacher planning guide explaining how to components with alternative schedules Identifies specific objectives, instructional examples and practice opportunities in every lesson Provides a list of necessary instructional materials for each lesson Provides support/suggestions for the appropriate use of the program's technology Includes electronic resources that are integral to the program, not extraneous Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	<ul style="list-style-type: none"> Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Technology components are easy to access and user friendly for students and teachers Technology is available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.) Enhances student understanding in the appropriate grade-level standards and supports the print resources Technology is interactive and adaptive when possible
Social Content	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> Portray accurately and equitably the cultural and racial diversity of American society Demonstrate the contribution of minority groups and males and females to the development of California and the United States Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively Do not contain inappropriate references to commercial brand names, products and corporate or company logos

Instructional Materials Pilot and Adoption Schedule

Updated 05/01/2020

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

	Language Arts/Reading	Mathematics	Science & Health	Social Science	World Languages
State Timeline	Framework: July 2014 K-8 Matrix: Nov. 2015 Framework: 2023	Framework: Nov. 2013 K-8 Matrix: Jan. 2014 Framework: 2021	Science Framework: Nov. 2016 K-8 Matrix: Nov. 2018 Health Framework: 2003 (Anticipated revision 2019)	Framework: July 2016 K-8 Matrix: Nov. 2017	Framework: 2001 Framework: 2020
18-19		Senior Year Math Math Foundations Workshop	6 th - 8 th Science *	TK - 5 th Social Science * 6 th - 8 th History * 9 th - 10 th World History 11 th US History AP Human Geography	Chinese (all)
19-20	4 th - 8 th Intensive Reading Intervention *		K - 5 Science *	IB Economics SL Geography IB Global Studies AP Micro Economics AP European History	American Sign Language (all) AP Spanish Literature and Culture
20-21			9 th - 12 th Health Chemistry (all) Biology (all) Physics (all) AP Environmental Science 9 th -12 th IB Science	Political Science (all)	
21-22		TK-8 Math Integrated Math 1-3			Spanish (all)
22-23	9 th - 12 th English, AP ERWC IB English	Statistics, AP Pre-Calculus AP Calculus A/B & B/C	Physiology, honors	Economics Psychology (all) IB History of Americas	French (all)
23-24	K - 5 th Reading/Language Arts * 6 th - 8 th Language Arts * English Learner Support Independent Living Skills	Independent Living Skills		Sociology AP US History	
24-25		Financial Math 4 th - 8 th Intensive Math Intervention * Math Modeling	5 th - 12 th Health Supplemental Materials Independent Living Skills	AP Government AP Economics AP World History American Government Anthropology	Japanese (all)

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

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

Notes

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

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

AGENDA ITEM: I-2

MEETING DATE: 05/26/2020

SUBJECT: Partnering with the San Juan Education Foundation

DEPARTMENT: Superintendent's Office

CHECK ONE:

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

ACTION REQUESTED:

The superintendent will provide an update on the district's partnership with the San Juan Education Foundation.

RATIONALE/BACKGROUND:

The San Juan Education Foundation would like to assist the district in supporting important initiatives as we head into difficult budgetary times. The Foundation is aware that difficult cuts will be made in the coming months and years, and they would like to hear directly from the district and the board how they can support the district during these challenging times.

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

N/A

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: Kent Kern, Superintendent of Schools



**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2019-2020**

JUNE 9

COVID-19 Operations Update – D/A
Choices Charter School COVID-19 Operations Update – D/A
Public Hearing/Adoption of 2020-2021 Budget – D/A
*Instructional Materials Adoptions [Discussed 05/26/20]– A
*CIF Superintendent Designation of Representatives 2020-2021 – A

Schnepp
Flagler
Stephens
Schnepp
Messer

JUNE 23

Temporary Interfund Borrowing of Cash – A
*Consolidated Application, Spring Report 2019-2020 – A
*2019-2020 Actuarial Report (OPEB) – A
*Charter School 2018-2019 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A

Stephens
Calvin
Oropallo
Stephens

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