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, **April 13, 2021**. 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 Executive Orders N-25-20 and N-35-20, 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.

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 http://www.sanjuan.edu/boardmeeting. 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 April 13, 2021, will be provided to the members of the board in writing prior to the meeting. Comments received after 6:00 p.m., on April 13, 2021, 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/boardmeeting. 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 April 12, 2021. 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:

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:00 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.

B. CLOSED SESSION – 5:00 p.m.

1. Conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1). Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475.
2. Collective bargaining matters – discussion with negotiator Jim Shoemake, Assistant Superintendent, Schools and Labor Relations, 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 – March 23, 2021, regular meeting, pages 2323-2326.

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

1. **Recognition**
   a. **California School Bus Driver's Appreciation Day** (Oropallo)
   Action: Adoption of Resolution No. A-402 proclaiming April 27 as California School Bus Driver's Appreciation Day.
2. **High School Student Council Reports**
3. **Staff Reports**
4. **Board-appointed/District Committees**
5. **Employee Organizations**
6. **Other District Organizations**
7. **Closed Session/Expulsion Actions** (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:45 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-10 – 7:15 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-10, 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, errata and job description/salary range change.

2. *Purchasing Report – purchase orders and service agreements and construction and public works bids.

3. *Business/Financial Report – notices of completion.

4. Acceptance of the following gifts:
   Camp Winthers: from Paul A. Krumhaus: $3,000.
   McKinney-Vento: from Carole Girard – for food closet: $300.
   Nutrition Services: from Susan Tilsley – for desk hutch: $3,000.
   Rio Americano High School: from Scott and Allison Suznovich – for refrigerator: $300.
   Visual and Performing Arts: from Kiwanis of Carmichael – for art supplies: $5,250.

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

6. *Approval of Report IIs related to the new instructional materials adoptions for Advanced Placement European History, Advanced Placement Microeconomics, Geography, International Baccalaureate Economics, Advanced

Placement Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, Advanced Placement Physics 1 and 2, International Baccalaureate Biology, International Baccalaureate Chemistry, International Baccalaureate Environmental Systems and Societies, and International Baccalaureate Physics. (Discussed: 03/23/2021).

7. *Approval of the following new high school courses for 2021-2022: Middle Years Programme Honors Physics, Middle Years Programme Honors Chemistry and Middle Years Programme Honors Biology. (Discussed: 03/23/2021).

8. *Approval of the second amendment to the facility lease agreement between SJUSD and Choices Charter School at the Billy Mitchell campus effective for the 2021-2022 school year.

9. *Approval of the second amendment to the facility lease agreements between SJUSD and Golden Valley Charter School at the Filbert and Palisades campuses effective for the 2021-2022 school year.

10. *Adoption of Resolution No. 3044 approving the sixth amendment to the design-build contract for the Casa Roble Fundamental High School new construction and Career Technical Education modernization project.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Comprehensive Coordinated Early Intervening Services Update – 7:20 p.m. (Calvin)

Material provided.

Report: regarding the 2019-2020 Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

2. Amending District Graduation Requirements for the Class of 2021 – 8:00 p.m. (Schnepp)

Material provided. (Discussed: 03/23/2021)

Action: The superintendent is recommending that the board adopt Resolution No. 3045 amending the district's graduation requirements for the Class of 2021, by reducing the requirements to align with the minimum State of California graduation requirements due to the impact of the COVID-19 pandemic.

3. COVID-19 Update – 8:05 p.m. (Kern)

Material provided.

Discussion: regarding an update on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

4. Public Hearing No. 2: California Montessori Project Charter School Renewal Petition – 8:20 p.m. (Flagler)

Material provided. (Public Hearing No. 1/Discussed: 02/23/2021)

Public Hearing/Action: The superintendent is recommending that the board grant the California Montessori Project San Juan Campuses charter school renewal petition for a term of five years from July 1, 2021 through June 30, 2026.

5. Public Hearing: Conveyance of Easement at Del Campo High School – 8:25 p.m. (Camarda)

Material provided. (Discussed: 03/09/2021)

Public Hearing/Action: regarding the proposed conveyance at Del Campo High School and to adopt Resolution No. 3031 conveying a permanent easement at Del Campo High School to the County of Sacramento.

6. Public Hearing: Conveyance of Easement at Woodside K-8 School – 8:30 p.m. (Camarda)
Material provided. (Discussed: 03/23/2021)

Public Hearing/Action: regarding the proposed conveyance at Woodside K-8 School and to adopt Resolution No. 3039 conveying a permanent easement at Woodside K-8 School to the City of Citrus Heights.

7. Notice of Intent to Convey Easement at Skycrest Elementary School – 8:35 p.m. (Camarda)
Material provided.

Action: The superintendent is recommending that the board adopt Resolution No. 3040 declaring the intent to convey a permanent easement at Skycrest Elementary School to the Citrus Heights Water District and to call a public hearing to be held on May 11, 2021.

8. Notice of Intent to Convey Easements at Deterding Elementary School – 8:40 p.m. (Camarda)
Material provided.

Action: The superintendent is recommending that the board adopt Resolution No. 3042 declaring the intent to convey three permanent easements at Deterding Elementary School to the Carmichael Water District and to call a public hearing to be held on May 11, 2021.

9. Presentation of the San Juan Professional Educators Coalition Proposal for Successor Contract 2021-2022 – 8:45 p.m. (Shoemake)
Material provided.

Discussion: regarding the bargaining interests of the San Juan Professional Educators Coalition. Public comment anticipated: 04/27/2021.

10. Presentation of the California School Employees Association Proposal for Successor Contract 2021-2022 – 8:50 p.m. (Shoemake)
Material provided.

Discussion: regarding the bargaining interests of the California School Employees Association. Public comment anticipated: 04/27/2021.

11. Williams Complaint Report – 8:55 p.m. (Simlick)
Material provided.

Report: regarding the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints.

12. Proposed Board Meeting Dates for 2021-2022 – 9:00 p.m. (Board)
Material provided.

Discussion/Action: The superintendent is recommending that the board discuss and approve the proposed board meeting dates for the 2021-2022 school year.

J. BOARD REPORTS – 9:05 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.

L. VISITOR COMMENTS – 9:20 p.m.

B. CLOSED SESSION (continued, if necessary)
Announcement of topics/announcement of actions.

M. ADJOURNMENT – 9:25 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.

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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
March 23, 2021

Regular Meeting
Board of Education
5:15 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The March 23 regular meeting was called to order by the president, Paula Villescaz. The board met in person at the district office, safely physically distanced as aligned to state and local health guidelines. Public attendance was provided via the Zoom platform as well as a live stream on the district's YouTube channel.

Roll Call
Present:
Paula Villescaz, president
Michael McKibbin, Ed.D., vice president
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Visitor Comments: Closed Session (A-1)
Scott Rafferty made comments about the existing litigation related to the California Voting Rights Act.

Closed Session (B)
The meeting was then recessed, with the board convening in closed session to conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1). Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475.

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m. the meeting was called back to order by the president Paula Villescaz. Four members of the Del Campo High School Air Force Jr. ROTC virtually led the group in the Pledge of Allegiance. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (electronically or on Zoom) available to submit public comments for tonight's meeting.

Minutes Approved (D)
It was moved by Dr. McKibbin, seconded by Ms. Creason, that the minutes of the March 9 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Recognition: Week of the Young Child (E-1a)
It was moved by Ms. Costa, seconded by Dr. McKibbin, to adopt Resolution No. A-400 proclaiming the week of April 10-16 as Week of the Young Child. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

High School Student Council Reports (E-2)
High School Student Council representatives Kenzie Stokes from Del Campo High School and Jackie Covey from Mesa Verde High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (E-3)
Staff provided an update on the return to in-person learning, which began this week. Deputy Superintendent of Schools and Student Support Melissa Bassanelli provided a recap of the opening day activities that took place at school sites. Senior Director of Community Relations Trent Allen provided an update on the recent changes to the California Department of Public Health guidelines. Superintendent Kern spoke about the potential impacts of spacing in classrooms, school staffing, transportation and specialty and service provider schedules, and he also discussed next steps. After the update, board members made comments and posed questions for staff to answer at a later time.

Staff also provided an update on graduation ceremonies. Assistant Superintendent of Secondary Education Rick Messer shared information regarding the plans that are underway for in-person, outdoor graduation ceremonies.

Board-appointed/District Committees (E-4)
Jennifer Morgan, chair of the Curriculum, Standards, Instructional and Student Services Committee (C&S), provided an update on the recent work of the committee related to instructional materials adoptions. Ms. Morgan also shared her perspective as a parent regarding the return to in-person learning this week.

Tom Nelson, chair of the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), provided an update on the work of the committee.

Employee Organizations (E-5)
SJTA President Bill Simmons acknowledged the hard work of practitioners in order to get students back on campuses for hybrid learning this week, and he also made comments about the new California Department of Public Health guidelines that were published last weekend.

Closed Session/Expulsion Actions (E-7)
There were no closed session actions to report.

Visitor Comments (F)
[via Zoom]:
Ben Avey expressed support for the return to full in-person learning.

Scott Rafferty commented on the California Voting Rights Act.

Sonia Takanikos spoke about the current challenges of high school athletics, specifically water polo.

Juan Yniguez spoke about neighborhood elections.

Shanda Daranouvong spoke in support of returning to full time in-person instruction.

Magali Kincaid commented on neighborhood elections, a 7-member board, and cuts to the English language learner program.

Carolina Flores spoke regarding neighborhood elections and increasing to a 7-member board.

Caroline Castaneda urged the board to reclassify cheerleading as a sport.

Terra Desiree Stevens inquired about the options to remain in distance learning.

Christa Green spoke about layoff notices for support staff.

Consent Calendar Approved (G-1/G-15)
It was moved by Ms. Costa, seconded by Mr. Hernandez, that the consent calendar items G-1 through G-15 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (G-1)
Appointments, leaves of absence, separations, pre-retirement reduced workload, errata and job description/salary range change – 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)
Notices of completion and warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Camp Winthers, Greer Elementary School, Mesa Verde High School, Thomas Kelly Elementary School and Ralph Richardson Center.

Disposal of Surplus Property (G-5)
Approval to dispose of surplus property pursuant to board policy 3270 and Education Code sections 17545 and 17546.

Head Start/Early Head Start Grant 2021-2022 (G-6)
Approval to submit and implement, if funded, the following grant: Head Start and Early Head Start Grant 2021-2022.

Audit Reports for Measures J, N, P and S (G-7)
Acceptance of 2019-2020 audit reports for Measures J, N, P and S as prepared by Gilbert Associates Inc.

Local Control and Accountability Plan Parent Advisory Committee Bylaw Revisions (G-8)
Approval of the revisions to the bylaws for the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

Renewal Petition for Carmichael Improvement District (G-9)
Approval to authorize the superintendent to sign a petition in support of the 10-year renewal of the Carmichael Improvement District.

Resolution No. 3033: Encina Preparatory High School Lease Amendment for Gymnasiums Upgrades (G-10)
Adoption of Resolution No. 3033, approving the third amendment to the lease agreement for the Encina Preparatory High School HVAC and roofing upgrades for gymnasiums project no. 202-9390-N1 between SJUSD and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

Resolution No. 3034: San Juan High School Lease Amendment for Gymnasiums Upgrades (G-11)
Adoption of Resolution No. 3034, approving the third amendment to the lease agreement for the San Juan High School HVAC and roofing upgrades for gymnasiums project no. 204-9390-P1 between SJUSD and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

Resolution No. 3035: Mira Loma High School Lease Amendment for Gymnasiums Upgrades (G-12)
Adoption of Resolution No. 3035, approving the fourth amendment to the lease agreement for the Mira Loma High School HVAC and roofing upgrades for gymnasiums project no. 205-9390-P1 between SJUSD and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

Resolution No. 3036: Cottage Elementary School Lease Amendment for New Construction Project (G-13)
Adoption of Resolution No. 3036, approving the fifth amendment to the lease agreement for the Cottage Elementary School new construction project no. 108-9512-P1 between SJUSD and John F. Otto dba Otto Construction.

Resolution No. 3037: Barrett Middle School Lease Amendment for Modernization Project (G-14)
Adoption of Resolution No. 3037, approving the first amendment to the lease agreement for the Barrett Middle School modernization project no. 004-9495-P1 between SJUSD and Landmark Modernization Contractors dba Landmark Construction.

CIVITAS Senior Award Scholarships (G-15)
Approval of CIVITAS senior award scholarships for four students at Rio Americano High School.

Amending District Graduation Requirements for the Class of 2021 (I-1)
Assistant Superintendent of Secondary Education Rick Messer led a discussion regarding a proposal to amend the district's graduation requirements for the Class of 2021, due to the impact of the COVID-19 pandemic, by reducing the number of required courses and credits to align with the minimum State of California graduation requirements. Mr. Messer explained that such a move could positively impact a significant number of the 22% of seniors who are currently identified as "not on track" for graduation. Director of Assessment, Evaluation and Planning Susan Green presented and discussed the data related to the proposal.

Public Comments: [via Zoom]
Judy Stevens expressed support for the proposal.

Caroline Castaneda made comments related to the data on student groups.

Following public comment, board members offered comments and asked clarifying questions related to the details of the proposal. Superintendent Kern stated that this amendment would help to instill hope during the pandemic for students who are currently taking part in credit recovery work. Action was scheduled for April 13.

Instructional Materials Adoptions (I-2)
Senior Director of Professional Learning and Innovation Kristan Schnepp presented the topic and explained the adoption process and selection criteria. Ms. Schnepp then introduced Social Science Program Specialist Nicole Kukral and Science Program Specialist Paula Baucom who each presented the Report IIs for their respective subjects. After the presentation, staff answered questions from the board. Action was scheduled for April 13.

New High School Courses (I-3)
Ms. Schnepp presented the topic then introduced Ms. Baucom who explained that the three new proposed high school courses would align to the scope and sequence of the International Baccalaureate Middle Years Programme (MYP) at Mira Loma High School. Staff answered questions from the board. Action was scheduled for April 13.

Resolution No. 3038: Notice of Intent to Convey Easement at Woodside K-8 School (I-4)
Assistant Superintendent of Operations, Facilities and Transportation Frank Camarda presented the item. It was moved by Dr. McKibbin, seconded by Mr. Hernandez, to adopt Resolution No. 3038 declaring the intent to convey a permanent easement at Woodside K-8 School to the City of Citrus Heights and to call a public hearing on April 13, 2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Reports (J)
Mr. Hernandez reported that he visited Del Dayo Elementary School on Monday and he also toured the new Career Technical Education (CTE) building at Del Campo High School.

Ms. Costa thanked Dr. McKibbin for attending the C&S meeting in her absence.

Ms. Creason shared that she continues to speak with stakeholders and attend PTA/PTO meetings.

Dr. McKibbin reported that he enjoyed attending the recent C&S meeting, and he also shared that he took part in the Family Leadership Academy graduation, the virtual California School Boards Association Legislative Action Week and the return to in-person learning at Grand Oaks Elementary School last Monday.

Ms. Villescaz acknowledged the efforts of all staff to welcome students back to in-person learning this week and she looks forward to continuing to work in a collaborative fashion.

Future Agenda (K)
There were no items added to the future agenda.

Visitor Comments (L)
[via Zoom]:
Judy Stevens thanked everyone for their efforts to get students back to in-person learning.

Amy Stockett expressed gratitude for students returning to campus and for high school sports restarting.

Adjournment (M)
At 9:49 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Paula Villescaz, President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E-1 (a)**

MEETING DATE: **04/13/2021**

SUBJECT: California School Bus Driver's Appreciation Day

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

DEPARTMENT: Transportation

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. A-402 proclaiming April 27, 2021, as California School Bus Driver's Appreciation Day.

RATIONALE/BACKGROUND:
Annually, on the fourth Tuesday of April, the State of California officially recognizes all school bus drivers for their continued and excellent services to the youth of the State. The district's bus drivers are deserving of special public recognition and the highest commendations, thus the district also traditionally adopts a resolution proclaiming the fourth Tuesday of April as School Bus Driver's Appreciation Day.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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: Paul Oropallo, Assistant Superintendent, Human Resources PAO

APPROVED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT

Resolution No. A-402

CALIFORNIA SCHOOL BUS DRIVER'S APPRECIATION DAY
April 27, 2021

WHEREAS, annually, on the fourth Tuesday of April, the people of California should officially recognize all school bus drivers for their continued and excellent services to the youth of the State, and these drivers are deserving of special public recognition and the highest commendations; and

WHEREAS, the safety of our children rests in the hands of trained school bus drivers for up to two or three hours each school day; and

WHEREAS, personal time and energy are expended by school bus drivers in their initial training, maintaining a current license, perfecting their driving skills, and accruing added knowledge of school bus laws through continuing education classes; and

WHEREAS, school bus drivers, through counseling and disciplinary techniques, are sometimes asked to assist the students in appropriate interactive peer and adult behavior; and

WHEREAS, school bus drivers often face natural and unexpected hazards in the performance of their duties; and

WHEREAS, school bus drivers exhibit patience and kindness toward students, parents, and school staff in the performance of their duties; and

WHEREAS, school bus drivers consistently demonstrate an awareness of, and direct attention to, the mechanical maintenance of the school bus and safety conditions of the school bus routes; and

WHEREAS, many school bus drivers perform their services for thousands and thousands of accident-free miles, year after year.

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education hereby proudly proclaims April 27, 2021, as California's School Bus Driver's Appreciation Day to be celebrated by the district and community.

Attested to this
13th day of April, 2021

_____
Paula Villescaz, President

_____
Kent Kern,
Superintendent of Schools

_____
Michael McKibbin, Ed.D., Vice President

_____
Zima Creason, Clerk

_____
Pam Costa, Member

_____
Saul Hernandez, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 04/13/2021
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	1 – 2
Certificated	2
Classified	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	2
Job Description/Salary Range Change	
Management	
Certificated	
Classified	2 - 9
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)	
Promotion	Cybulski, Holly	Prob	Director Elementary K-8	Teaching and Learning	07/01/21	
Promotion	Hicks, Jamal	Prob	Principal	Dyer Kelly	07/01/21	
Promotion	McManigal, Lindsey	Prob	Principal	Arcade	07/01/21	
Promotion	Purinton, Cletus	Prob	Principal	Mira Loma	07/01/21	
Promotion	Scholtes, Greta	Prob	Principal	Encina HS	07/01/21	
Promotion	Woolney, Juliann	Prob	Principal	Del Dayo	07/01/21	
New Hire	Birkholtz-Vasquez, Shanna	Prob	ECE Administrator	Early Childhood Education	07/01/21	

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)	
Promotion	Delinger, Gwyn	Prob	Dir Student Learn Assistance	Office Student Learn Assist	07/01/21	
Promotion	Ginter, Brian	Prob	Dir Admissions/Fam Services	Central Enrollment	07/01/21	
Promotion	Kenobbie, Laura	Temp	Program Manager, SIS	Technology Services	04/01/21	06/30/21
New Hire	Field-Ridley, Omar	Prob	Dir, Equity/Student Achvmnt	Student Support Services	07/01/21	

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Al Kazragi, Mayasha	Prob	Child Development Assist-IT	Garfield ECE	03/24/21
New Hire	Bowden Jr., James	Prob	Instructional Assistant III	Whitney Avenue	03/19/21
New Hire	Briley, Alicia	Prob	Instructional Assistant III	Skycrest	03/17/21
New Hire	Chiu, Joubert	Prob	Intermediate Clerk Typist	Del Campo	03/24/21
New Hire	Cullifer, Jonathan	Prob	Campus Monitor	Thomas Kelly	04/05/21
New Hire	Demsky, Gabrielle	Prob	Instructional Assistant III	Carriage	03/26/21
New Hire	Denson, Angel	Prob	Nutrition Services Worker I	Pershing	03/24/21
New Hire	Faris, Hanadi	Prob	Child Development Assist-SA	Twin Lakes ECE	03/23/21
New Hire	Forsberg, Erin	Prob	Emp Benefits Technician	Human Resources	03/31/21
New Hire	Hammond, Hannah	Prob	Clerk	Howe Avenue	03/22/21
New Hire	Hojjat, Hayedeh	Prob	IA-Bilingual-Dari	Cottage	04/05/21
New Hire	Iakounitcheva, Svetlana	Prob	Instructional Assistant I	Del Paso Manor	04/08/21
New Hire	Keitt Jr., Martin	Prob	Campus Monitor	Casa Roble	03/26/21
New Hire	Kozlov, Karina	Prob	Instructional Assistant II	Del Campo	04/05/21
New Hire	Moore, Seth	Prob	Custodian	Maintenance and Operations	04/01/21
New Hire	Nava, Adriana	Prob	Instructional Assistant I	Del Paso Manor	04/05/21
New Hire	Ochsner, Claire	Prob	Instructional Assistant III	Barrett	03/23/21
New Hire	Phillips, Kasha	Prob	Intermediate Clerk Typist	Howe Avenue	04/05/21
New Hire	Randhawa, Harmanjit	Prob	Instructional Assistant III	Legette	04/05/21
New Hire	Torres, Tracy	Prob	Intermediate Clerk Typist	Casa Roble	03/19/21
Rehire	Buckmaster, Haley	Prob	Instructional Assistant II	Oakview	03/19/21
Rehire	Jakubisn, Jolina	Prob	Instructional Assistant I	Mariposa	03/22/21
Rehire	Ketchens, Latashagina	Perm	Instructional Assistant I	Greer	03/15/21
Rehire	Lopez, Lorie	Perm	Instructional Assistant I	Greer	03/15/21
Rehire	Moser-Edwards, Claudia	PreRet	Instructional Assistant I	Greer	03/15/21
Rehire	Shrader, Caitlin	Prob	Instructional Assistant I	Del Paso Manor	03/25/21
Rehire	Van Omment, Danyen	Perm	Instructional Assistant I	Whitney Avenue	03/23/21
Rehire	Wanner, Keri	Prob	Nutrition Services Worker I	Nutrition Services	03/16/21

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Carter, Carrie	Prob	Teacher Grade 7/8	Arcade	03/22/21	06/09/21
Unpaid	Mahmood, Nabras	Perm	Child Development Assist-IT	Howe Avenue ECE	03/22/21	06/09/21

3. SEPARATIONS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Hazarian, Kate	Perm	Vice Principal	Greer	04/09/21

3. SEPARATIONS (Continued)

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Hubbard, Bartrand	Perm	Program Manager SIS	Technology Services	03/31/21

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Burris, Brittany	Perm	Tch-Trav Elem Clsrm-Music	Teaching and Learning	06/09/21
Resignation	Chapman, Renata	Perm	Teacher Grade 7/8	Will Rogers	06/09/21
Resignation	LeFevre, Melissa	Perm	Teacher Grade 7/8	Churchill	06/09/21
Resignation	Lenzy, Corie	Perm	Tch-Trav Elem Clsrm-Art	Teaching and Learning	06/09/21
Resignation	Weaver, Steven	Perm	School Social Worker	LSC Region 3 @ Arlington	06/09/21
Resignation	Wykle, Jamie	Prob	Tch-Severely Hndcp	Coyle Avenue	06/09/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Atkinson, Levi	Perm	Child Development Assist-SA	Mission Avenue ECE	03/26/21
Resignation	Brooks, Norean	Perm	Campus Representative	Charles Peck	03/26/21
Resignation	Carranza, Mikko	Perm	Instructional Assistant II	El Camino	04/06/21
Resignation	Flannagan, Kitty	Perm	Neighborhood Parent Liaison	Northridge	01/29/21
Resignation	Gonzali, Sandra	Perm	Instructional Assistant II	Churchill	03/19/21
Resignation	Hammond, Hannah	Prob	Clerk	Churchill	03/25/21
Resignation	Hopkins, Lindsey	Perm	Instructional Assistant III	Carriage	02/12/21
Resignation	Johnson, Gregory	Perm	Lead Heating/Air Cond Tech	Maintenance and Operations	03/05/21
Resignation	Kelly, Patrick	Perm	Instructional Assistant II	Bella Vista	03/19/21
Resignation	Ketchens, Latashagina	Perm	Instructional Assistant I	Greer	03/17/21
Resignation	Lee, Kue	Perm	Custodian	El Camino	03/19/21
Resignation	Linderer, Angela	Perm	Non-Instruct Support Aide	Skycrest ECE	06/09/20
Resignation	Luce, Jennifer	Perm	Sr Records and Reports Clerk	Del Campo	03/26/21
Resignation	Parks, Katherine	Perm	Instructional Assistant II	Churchill	03/19/21
Resignation	Perez Fletcher, Kelly	Perm	Non-Instruct Support Aide	Encina ECE	03/01/21
Resignation	Ramezani, Arash	Prob	Instructional Assistant II	Cameron Ranch	03/26/21
Resignation	Wilkey, Ashra	Perm	Child Development Assist-SA	Gold River ECE	03/12/21
Resignation	Wilsted,Bradley	Perm	Building Maintenance Tech	Maintenance and Operations	03/31/21
Retirement	Mitchell, Marilyn	Perm	Intermediate Clerk Typist	Kingswood	01/15/21
Retirement	Nolan, Mary	Perm	Secretary	English Lang Learning-DO	03/15/21
Retirement	Viken, Lisa	Perm	Nutrition Services Supv I	Nutrition Services	03/31/21
Termination	Rentzel, Connie	Perm	Nutrition Services Worker I	Bella Vista	02/01/21

4. JOB DESCRIPTION / SALARY RANGE CHANGE

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Bilingual Translator	CSEA	Update	15	N/A	04/14/21
*Adding additional languages to job series					
School/Community Resource Assistant (Russian)	CSEA	New	N/A	21	04/14/21

5. ERRATA

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Messer, Rick	Perm	Asst Sup Secondary Educ	Teaching and Learning	04/01/21
*To adjust effective date of resignation previously stated as 3/31/21					

JOB DESCRIPTION

Position Code: See Below
Classified Group: CSEA
Salary Range: 15
Work Calendar: 001

POSITION TITLE: Bilingual Translator

POSITION CODE:		
	Bilingual: Spanish	Class Code: 742
	Bilingual: Russian	Class Code: 743
	Bilingual: Ukrainian	Class Code: 744
	Bilingual: Arabic	Class Code: 745
	Bilingual: Farsi	Class Code: 746
	Bilingual: Dari	***Class Code: 747***
	Bilingual: Pashto	***Class Code: 748***

DEFINITION: Under general direction, interpret and/or translate a wide variety of written and spoken District-wide communications in English and a second language; facilitate communication between District staff and non-English speaking students, parents and other members of the community; perform and support testing and assessment of students in oral and literacy skills; perform related duties as assigned.

DIRECTLY RESPONSIBLE TO: Site Administrator, as assigned

SUPERVISION OVER: N/A

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

1. Translate both oral and written materials for students, District personnel, parents and other interested parties; read, interpret and translate a wide variety of written materials from English to a second language (including newsletters, bulletins, forms, letters, menus, legislative bills, memoranda, notices, teaching materials, etc.).
2. Prepare drafts of routine correspondence and materials, bulletins and handbooks; proofread translations; produce verbatim translations.
3. Develop and review forms and other communications for non-English speaking parents and students.
4. Provide simultaneous interpretation and translation at meetings; assist non-English speaking callers and visitors to the District and school site offices.
5. Provide information and direction and re-route calls as needed.
6. Perform clerical duties including copying, answering telephones, organizing and maintaining files and records; compile and maintain various materials for the testing of English language learners.
7. Assist with the coordination, implementation and support of assessments; provide testing and assessment of students in oral and literary skills in their primary language.
8. Prepare and maintain files and records related to student assessment, enrollment reclassification and intervention; may accompany district specialists on home visits to interpret, explain procedures and programs and assist in obtaining information of a personal and sensitive nature.
9. May participate in or attend evenings and/or weekend meetings and school-related activities.

10. May review native language performance and provide written assessment of the native language proficiency of potential employees as assigned.
11. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Any combination of training, education and/or experience which demonstrates the ability to perform the duties of the job; previous experience working with children in a school setting highly desirable.

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.

Knowledge, Skills, and Abilities:
- Knowledge of correct oral and written usage of English and the designated second language
- Knowledge of testing and assessment of materials, policies and procedures
- Knowledge of modern office equipment, computers and application software
- Knowledge of proper record keeping techniques
- Knowledge of policies and procedures of assigned program and activities
- Ability to speak, read, write and translate English and the designated second language
- Ability to communicate effectively both orally and in writing
- Ability to provide accurate assessments of students in oral and literacy skills in assigned language
- Ability to establish and maintain cooperative and effective working relationships
- Ability to work independently
- Ability to understand and carry out oral and written instructions
- Ability to learn, interpret and apply with good judgment the policies and procedures related to assigned function
- Ability to work with discretion and in confidence with student information
- Ability to meet schedules and timelines
- Ability to compose routine letters, flyers, visual aids, memoranda and bulletins
- Ability to operate various types of office machines and computerized equipment
- Ability to receive and give information over the telephone or in public in a courteous manner
- Ability to operate a vehicle observing legal and defensive driving practices
- Ability to maintain work pace appropriate to given workload
- Ability to maintain consistent, regular and punctual attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- May travel to conduct work
- May visit students' homes

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

- Hear and speak to exchange information in person and on the telephone
- See to perform assigned duties
- Inspect written materials with fine print; recognize documents and individuals
- Remain in a stationary position for extended periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination including the use of a computer keyboard
- Move about the facilities to conduct work

Other Characteristics:

- Must be fluent in oral and written translations in English and the designated language

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

Board Approved: 11/18/2014
Revised: 4/18/2017
Revised: TBD

JOB DESCRIPTION

Position Code: 753
Classified Group: CSEA
Salary Range: 21
Work Calendar: TBD

POSITION TITLE: School/Community Resource Assistant (Russian)

DEFINITION: Under general supervision, the School/Community Resource Assistant establishes and maintains communications in English and the designated native language with parents, staff and students; keeps parents informed of school and/or district policies and procedures, students' needs and academic progress; acts in a liaison capacity between home, school, and community; facilitates home and community understanding of school programs and objectives; encourages parent involvement in school activities; performs related duties as assigned.

DIRECTLY RESPONSIBLE TO: Site Administrator, as assigned

SUPERVISION OVER: N/A

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

1. Serves as an interpreter between parents and school personnel; acts as a resource for staff and provides advocacy for students and families.
2. Uses native language to assist instructional personnel in communicating with students and parents orally and in writing; helps students connect with the school and community; assists with the coordination of family orientations, activities and events.
3. Makes referrals for students and their families to district resources and/or community agencies for a variety of health and welfare services when needed.
4. Prepares translations of school communications as requested.
5. Contacts parents to obtain information helpful in understanding student needs.
6. Provides information to parents regarding school policies and programs; helps families fill out school paperwork for such things as school registration, immunizations, free & reduced lunches, transportation, scholarships, Targeted Services, summer school, etc.
7. May conduct home visits to explain school or district policies and to review test results and educational options, referring students to counselors as appropriate.
8. Encourages parents to participate in workshops, meetings, and advisory committees.
9. Assists in facilitating oral and/or written English language and native language tests; assists in the establishment and maintenance of ELACs and District bilingual committees.
10. Assists with special meetings for students making adjustments to their new school environment and supports staff in assisting students and families in their transition into the community.
11. Assists in developing a communication strategy for students and families moving into our communities.
12. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Experience and/or education in a human services related field which demonstrates the ability to perform the duties of the position; previous experience working with K-12 students highly desirable.

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.

Knowledge, Skills, and Abilities:
- Knowledge of school objectives, programs and requirements
- Knowledge of community services and resources
- Knowledge of cultural value system of students from other countries/backgrounds
- Knowledge of correct English and native language usage, punctuation, spelling and grammar
- Knowledge of techniques used in managing and motivating students
- Knowledge of health regulations and safe working methods and procedures
- Knowledge of policies, rules and regulations
- Ability to communicate effectively both orally and in writing in English and the designated native language
- Ability to analyze situations accurately and adopt an effective course of action
- Ability to interpret and explain policies, programs and reports
- Ability to inform and reassure parents and encourage them to participate in school activities
- Ability to work independently and to make decisions within the framework of established guidelines
- Ability to establish priorities and deadlines and plan work with only overall objectives defined
- Ability to demonstrate understanding, patience, warmth, and a receptive attitude toward children of all ages and cultures
- Ability to understand and implement oral and written instructions
- Ability to maintain cooperative working relationships with students, staff, parents, and the general public
- Ability to utilize word processing and software programs to maintain accurate information in electronic databases
- Ability to remain calm in stressful situations
- Ability to observe health and safety regulations

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- May travel to conduct work
- May visit students' homes

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

- Hear and speak to exchange information in person and on the telephone
- See to perform assigned duties
- Inspect written materials with fine print
- Recognize documents and individuals
- Remain in a stationary period for extended periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination including the use of a computer keyboard
- Move about the facilities to conduct work

Other Characteristics:

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

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

Board Approved: TBD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 04/13/2021

APPROVED: KS KK
Kent Stephens

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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

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

March 10, 2021 - March 23, 2021

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
105029	3/15/2021	Turf Star Western	Workman GTX lifted lithium (carts for all high schools)	$ 133,339.85	212 - M&O
105295	3/23/2021	CDW	Laptops and Docking stations	$ 120,210.25	252- Technology Services
TBD	3/23/2021	Fulton-El Camino Recreation & Park District	Bridges After School Program	$105,831.75	570 - Bridges/ASSET Program
TBD	3/23/2021	National Inventors Hall of Fame	Summer School Invention Camp	$ 162,000.00	304 - Office of Student Learning Assistance
104951	3/12/2021	LogicLoft	Employee Performance System - Contract Term: 4/1/2021-6/30/2022	$ 9,250.00	708 - Teaching and Learning

March 10, 2021 - March 23, 2021

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	3/19/2021	TBD	21-115	Citadel Electric	Intrusion device upgrade region 2 project 392-9233-P3	$ 303,500.00	216 - Facilities

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
24	3/19/2021	TBD	Piggyback	Kya Services	Full site flooring for Cameron Ranch project 166-9233-N1	$ 215,040.28	216 - Facilities
26	3/19/2021	105173	Piggyback	Campbell Keller	Furniture for the Arden New Construction project 002-9512-P1	$ 1,161,399.60	216 - Facilities
24	3/19/2021	TBD	Piggyback	Campbell Keller	Furniture for the Del Campo New Construction project 207-9512-N1	$ 302,204.36	216 - Facilities

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/16/2021	TBD	16-132	KMM Services, Inc.	Construction management for district wide wireless access point project 392-9739-P1	$ 155,000.00	216 - Facilities
26	3/22/2021	TBD	16-132	Kitchell CEM	Construction management for LeGette MOD project 127-9495-P1	$ 1,300,656.00	216 - Facilities

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3
MEETING DATE: 04/13/2021

APPROVED: KS KK
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		
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Robert A. Bothman	PO#707345 Provide all labor, materials, equipment, tools, transportation and incidentals to resurface existing all-weather track, replace field with artificial turf field, new scoreboard, create new accessible path of travel, storage containers, fencing as well as a new concession, restroom building and ticket booth building at Casa Roble High School, 9151 Oak Ave., Orangevale, CA 95662, located in the San Juan Unified School District. Vendor: Robert A. Bothman	2/12/2021	2/19/2021
DPR Construction	PO#807215 Provide all labor, materials, equipment, tools, transportation and incidentals for construction of one (1) Science building, one (1) Sitework, and four (4) Solar panel structures at Mira Loma HS, 4000 Edison Avenue, Sacramento, CA 95821, located in the San Juan Unified School District. Vendor: DPR Construction	2/18/2021	2/23/2021
Barker & Associates, dba Star Construction	PO#103008 Provide all labor, materials, equipment, tools, transportation and incidentals for infrastructure slab repair at Trajan Elementary School, 6601 Trajan Drive, Orangevale, CA 95662, located in the San Juan Unified School District. Vendor: Barker & Associates, dba Star Construction	2/18/2021	2/23/2021

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 04/13/2021

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: 04/05/2021

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: Susan Kane, Director, Business Support Services
Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Board of Education Agenda Item
Surplus Property April 13th Meeting Date

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	Serial #	Disposition
Barrett			Tables, chairs, filing cabinets		Recycled
Cameron Ranch			2 Boxes of obsolete textbooks		Recycled
Carmichael	Promethean		ActivBoard	20184593	Ewaste
Carmichael			Large Desk, stacks of chairs, work bench		Recycled
Carmichael			Metal cabinet, 2-bookcases, jacket cubby		Recycled
Charles Peck	Kyocera	KM 3050	Stand up copy machine	QHB9Z07122	Ewaste
Charles Peck	Copystar	CS520i	Stand up copy machine	7725666	Ewaste
Cottage	Apple	MacBook	Laptop	W8009QUU8PW	Ewaste
Cottage	Apple	MacBook	Laptop	W8009T918PW	Ewaste
Cottage	Apple	MacBook	Laptop	459423UF9GU	Ewaste
Cottage	Apple	MacBook	Laptop	459423V59GU	Ewaste
Cottage	Apple	MacBook	Laptop	459371SU GU	Ewaste
Deterding	Dell		PC Tower, keyboard	JG3VG-2RGC2	Ewaste
Deterding	NEC		Projector	VT491 7701508EG	Ewaste
Deterding	Altec Lanson		Speakers	70170 SHUSO 104318	Ewaste
Deterding	Hitachi	CPS310	Projector	G2E007470	Ewaste
Deterding	Zenith		VCR/DVD	591-37466943	Ewaste
Deterding	Elmo		Document camera	20174984	Ewaste
Deterding	HP	Laserjet 1160	Printer	20176954	Ewaste
Deterding	Dell		Monitor	AS501 CN OUH 837	Ewaste
Dewey			9 Boxes of obsolete textbooks		Recycled
Grand Oaks			19 Boxes of library books		Recycled
Greer			Furniture		Recycled
Howe			9 - Cubbies 4'x5'		Recycled
Kenneth	Zenith		Color TV		Ewaste
LeGette			14 Boxes of current instructional materials		Recycled
LeGette			Color printer	CNBCD6COKG	Ewaste
Mission			Dry erase boards		Disposed
Skycrest			9 Boxes of obsolete textbooks		Recycled
Starr King			135 Boxes of library books		Recycled

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 04/13/2021

SUBJECT: New Instructional Materials Adoption

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board approve the Report IIs related to new instructional materials adoptions.

RATIONALE/BACKGROUND:
As San Juan Unified School District continues to implement 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 recruited teachers to review and recommend new standard-aligned textbooks and materials for adoption.

ATTACHMENT(S):
1: Textbook Adoptions Report IIs

- History-Social Science: Advanced Placement European History, Advanced Placement Microeconomics, Geography, International Baccalaureate Economics
- Science: Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Environmental Science, Advanced Placement Physics 1 and 2, International Baccalaureate Biology, International Baccalaureate Chemistry, International Baccalaureate Environmental Systems and Societies, International Baccalaureate Physics
    A. Adoption Committee Members
    B. Category Key Indicators

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/17/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/15/2021, 04/05/2021
Board of Education: 03/23/2021

FISCAL IMPACT:
Current Budget: $ 470,645.12
Additional Budget: $ N/A
Funding Source: Prop 20 Lottery Funds & K-12 Instructional Materials Reserve (locally restricted)

Current Year Only ☐ On-going ☒

LCAP/STRATEGIC PLAN
Goal: 1
Focus: 5 & 6
Action: All
Strategic Plan: 1

PREPARED BY: Kristan Schnepp, Senior Director, Secondary Schools and Programs KS

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

Attachment 1

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 (AP) European History

2. Recommended text(s):

A History of Western Society, Bedford, 2020

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 adoption is on-cycle with the current SJUSD adoption matrix, though board adoption was delayed one year due to the COVID-19 pandemic.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	October 2019 - January 2020
Public viewing	December 9, 2019 - February 7, 2020
Community showcase	January 29, 2020
Adoption committee decision-making	February 2020
Recommendation to Curriculum and Standards	March 17, 2021
Board discussion	March 23, 2021
Board action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	July 2021

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

The total cost of the adoption is $5,078

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See attachment A

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 B: Category Key Indicators

9. What opportunities were provided for community input?

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

What	When	Where
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

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

Strengths
• The materials are written to support student success on the exam • The digital materials provide various resources and opportunities for student practice • There are high-quality visuals and primary sources in the text that enhance the reading experience • The materials are very accessible to a wide range of teachers, including those who are new to teaching the course

Limitations
• No limitations were shared

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

The committee voted 4-0 to select *A History of Western Society*

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

Student Components	**Teacher Components**
• *A History of Western Society*, student edition • LaunchPad digital licenses, 7-year access	• *A History of Western Society,* teacher edition • ExamView Assessment Suite

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

Teachers will have the opportunity to work individually with the publisher for support.

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

14. Curriculum Department contact for additional information:

Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu
(916) 971-7364

15. Date submitted Report II: Draft March 17, 2021

Attachment A: Names of adoption committee members

AP European History - Report 2

Name	School/Role
John Hasdovic	Casa Roble High School, teacher
Eric Kenyon	Rio Americano High School, teacher
Jon Perry	San Juan High School, teacher
Steve Stephen	Bella Vista High School, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	• 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	• 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	• 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	• 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	• 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	• 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	Where applicable, the materials under review— • 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

Attachment 1

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 (AP) Microeconomics

2. Recommended text(s):

Krugman's Economics for the AP Course, Bedford, 2019

3. Rationale:

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

Economics: Principles and Policy, Thomson, 2004, adopted in 2006

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix, though board adoption was delayed one year due to the COVID-19 pandemic.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Committee review of submitted materials	October 2019 - January 2020
Public viewing	December 9, 2019 - February 7, 2020
Community showcase	January 29, 2020
Adoption committee decision-making	February 2020
Recommendation to Curriculum and Standards	March 17, 2021
Board discussion	March 23, 2021
Board action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	July 2021

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

The total cost of the adoption is $9,920

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See attachment A

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 B: Category Key Indicators

9. What opportunities were provided for community input?

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

What	When	Where
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

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

Strengths
• The materials are aligned with the new course and exam description • The digital resources are accessible and helpful • There is a financial literacy handbook included in the text • The materials include many supports for student success on the exam
Limitations
• No limitations were shared

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

The committee voted 2-0 to select *Krugman's Economics*

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

Student Components	Teacher Components
• Student edition with 7-year digital license	• Teacher edition • ExamView Assessment Suite • Teacher's Resource Flash Drive

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

Teachers will have the opportunity to work individually with the publisher for support.

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

14. Curriculum Department contact for additional information:

Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu
(916) 971-7364

15. Date submitted Report II: Draft March 17, 2021

Attachment A: Names of adoption committee members

AP Microeconomics - Report 2

Name	School/Role
Brian Maiolini	Bella Vista High School, teacher
Richard Yoha	Rio Americano High School, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	• 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	• 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	• 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	• 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	• 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	• 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	Where applicable, the materials under review— • 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

Attachment 1

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Geography

2. Recommended text(s):

National Geographic World Cultures and Geography, National Geographic, 2017

3. Rationale:

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

Geography Alive! Regions and People, Teachers Curriculum Institute, 2006, adopted in 2007

b. Alignment with state or district textbook cycle:

This adoption is on-cycle with the current SJUSD adoption matrix, though board adoption was delayed one year due to the COVID-19 pandemic.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	**Date**
Committee review of submitted materials	October 2019 - January 2020
Public viewing	December 9, 2019 - February 7, 2020
Community showcase	January 29, 2020
Adoption committee decision-making	February 2020
Recommendation to Curriculum and Standards	March 17, 2021
Board discussion	March 23, 2021
Board action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	July 2021

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

The total cost of the adoption is $63,972

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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 B: Category Key Indicators

9. What opportunities were provided for community input?

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

What	When	Where
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

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

Strengths
• The videos are well-crafted and engaging • The digital resources are accessible and helpful • There is a focus on cultural geography as well as physical geography • The materials seem to be appropriate for a one-semester course
Limitations
• Some topics seem to be discussed more superficially than others

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

The committee voted 3-0 to select *National Geographic World Cultures and Geography*

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

Student Components	Teacher Components
• Student edition • 7-year digital access for the student platform	• Teacher's reference guide • Modular teacher's edition set

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

Teachers will have the opportunity to work individually with the publisher for support.

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

14. Curriculum Department contact for additional information:

Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu
(916) 971-7364

15. Date submitted Report II: Draft March 17, 2021

Attachment A: Names of adoption committee members

Geography - Report 2

Name	School/Role
Natalie Hanson	Mira Loma High School, teacher
Eric Kenyon	Rio Americano High School, teacher
Stacey Major	El Camino High School, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	• 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	• 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	• 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	• 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	• 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	• 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	Where applicable, the materials under review— • 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:

International Baccalaureate (IB) Economics

2. Recommended text:

Oxford IB Diploma Programme: IB Economics Course Book, Oxford University Press, 2020

3. Rationale:

The IB program at Mira Loma requires a specific text in order to fully prepare students for the internationally normed assessments administered for this course.

4. Adoption timeline

	Date
Committee decision-making	March 2020
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board discussion	March 23, 2021
Board action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	July 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $9,832

6. Source of funding:

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

7. List of adoption committee members:

See Attachment A

8. Why was the text chosen?

This text is recommended by the International Baccalaureate organization to prepare students for the end-of-course exam. The third edition is aligned to the new course expectations and examination.

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

Student text only: *Oxford IB Diploma Programme: IB Economics Course Book*, Oxford University Press, 2020

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

Teachers are familiar with these texts. No professional development is required beyond IB training itself.

11. Curriculum Department contact for additional information:

Kristan Schnepp, Senior Director, Secondary Education and Program
kschnepp@sanjuan.edu
(916) 971-7364

12. Date submitted Report II: March 17, 2021

Attachment A: Names of adoption committee members

IB Economics - Report 2

Name	School/Role
David Correia	Mira Loma, teacher
David Mathews	Mira Loma, teacher
Chad Posner	Mira Loma, teacher

Category Key Indicators

Category	Key Indicators
Content/Alignment to Standards	• 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	• 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	• 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	• 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	• 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	• 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	Where applicable, the materials under review— • 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 (AP) Biology

2. **Recommended Text:**

   AP Biology: Campbell in Focus (2019). 3rd edition. Urry, Cain, Wasserman, and Minorsky.

3. **Rationale:**

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

   AP Biology
   Biology AP Edition
   Pearson, 2008
   Adopted in 2009

   b. **Alignment with state or district textbook cycle:**

   The adoption of the AP Biology materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

3. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 22, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 1, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $85,092.75

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in its adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, the emphasis was placed on alignment with the IB philosophy framework for each science course which provides the foundations for the advanced placement science courses.

See attachment B for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

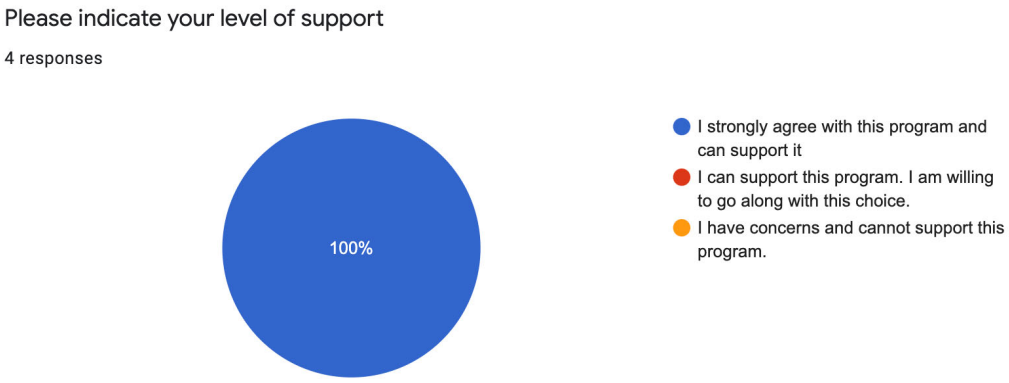
FEEDBACK RESULTS

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

Strengths
Accessible to all students Organized and aligned to the AP course and exam description, easy to use The digital platform is also full of great supports for students and teachers, including tools for on the spot formative assessments and differentiation for students on varying levels The book is easy to read and includes accurate detail The diagrams include the bigger picture and the details Each chapter includes activities that address scientific practices aligned to the AP curriculum. End of chapter questions cover a variety of levels (Bloom's). Includes some social context
Limitations
Doesn't link / integrate with Google Classroom Files are in Zip format instead of ability to more easily download by individual files as needed Doesn't include explicit objectives at the start of every chapter (could refer to students to the chapter summary of key concepts before they begin reading) Assessment is more limited in scope for the print copy of the text, but is enhanced by the robust digital tools

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

The committee used a consensus process to recommend AP Biology: Campbell in Focus (2019) 3rd edition. Urry, Cain, Wasserman, and Minorsky. (Pearson). The results of the final vote are below. All meetings were held via virtual videoconference in the Zoom platform.



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

Student Components	Teacher Components
Campbell Biology in Focus 3rd Edition, AP® Edition ©2020 (print) with Mastering® Biology with Pearson eText, Urry et al	*Teacher Resources with TestGen / Test Bank (online with Mastering)*

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

A 3-hour professional learning session will be offered to teachers during the summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Julie Bess	Bella Vista / Teacher
Jessica Harrison	San Juan / Teacher
Kelly Kissling	El Camino / Teacher
Anne Tweedy	Rio Americano / Teacher

Category Key Indicators for AP Science Course Review
San Juan Unified School District
Winter/Spring 2021

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the College Board framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the AP style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

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 (AP) Chemistry

2. **Recommended Text:**

   Chemistry (AP Edition) 10th edition (2018). Zumdahl, Zumdahl, and DeCoste.

3. **Rationale:**

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

   AP Chemistry
   Chemistry and Chemical Reactivity
   Cengage, 2006
   Adopted in 2007

   b. **Alignment with state or district textbook cycle:**

   The adoption of the AP Chemistry materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 24, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 11, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $105,849.01

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, the emphasis was placed on alignment with the IB philosophy framework for each science course which provides the foundations for the advanced placement science courses.

See *attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

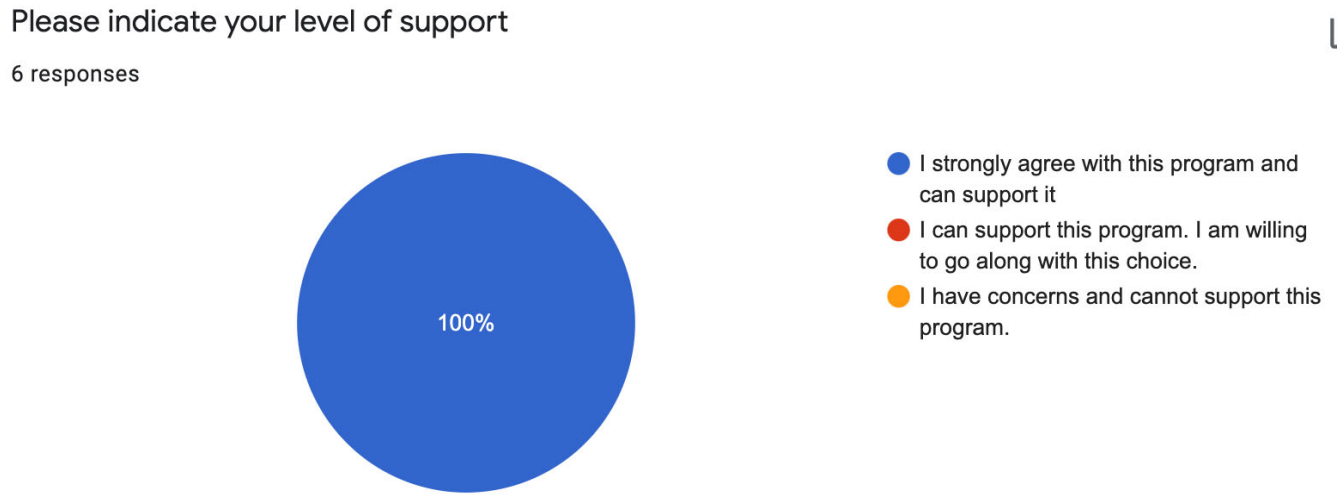
FEEDBACK RESULTS

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

Strengths
Strong questions/problem sets and problem solving approach Uses a modeling approach Text has good readability Robust online resources for teachers and students Real world chemistry connections in each chapter Clear learning objectives in each chapter
Limitations
No integration with Google Classroom Although all the material is included, the chapter organization isn't organized in the same sequence as the course scope and sequence

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

The committee used a consensus process to recommend Chemistry (AP Edition) 10th edition (2018). Zumdahl, Zumdahl, and DeCoste. The results of the final vote are below. All meetings were held via virtual videoconference in the Zoom platform.



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

Student Components	Teacher Components
Bundle: Chemistry, AP® Edition, 10th Student Edition + OWL™ (7-year access) *Chemistry (AP Edition), AP Lab Manual (consumable book replaced for 7 years)* *Fast Track to a 5: Preparing for the AP® Chemistry Examination (consumable book replaced for 7 years)*	*Chemistry (AP Edition), Annotated Teacher's Edition (print and digital platform)* *Chemistry (AP Edition), AP® Teacher's Resource Guide* *Chemistry (AP Edition), Teacher's Resource Manual to AP® Lab Manual*

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

A 3-hour professional learning session will be offered to teachers in late spring or summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Tyler Gerould	Bella Vista / Teacher
James Hill	Mira Loma / Teacher
DeAnna Krenecki	Del Campo / Teacher
Phil Montbriand	Rio Americano / Teacher
Jane Nosal	Casa Roble / Teacher
Minh Vu	El Camino / Teacher

Category Key Indicators for AP Science Course Review
San Juan Unified School District
Winter/Spring 2021

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the College Board framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the AP style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

Attachment 1

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 (AP) Environmental Science

2. **Recommended Text:**

Exploring Environmental Science for AP Updated (2021) 1st edition. Miller and Spoolman. Cengage/National Geographic Learning

3. **Rationale:**

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

   AP Environmental Science
   Environmental Science: Earth as a Living Planet
   Wiley, 2010
   Adopted in 2012

   b. **Alignment with state or district textbook cycle:**

   The adoption of the AP Environmental Science materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

3. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 23, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 4, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $77,361.76

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in its adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, the emphasis was placed on alignment with the IB philosophy framework for each science course which provides the foundations for the advanced placement science courses.

See *attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

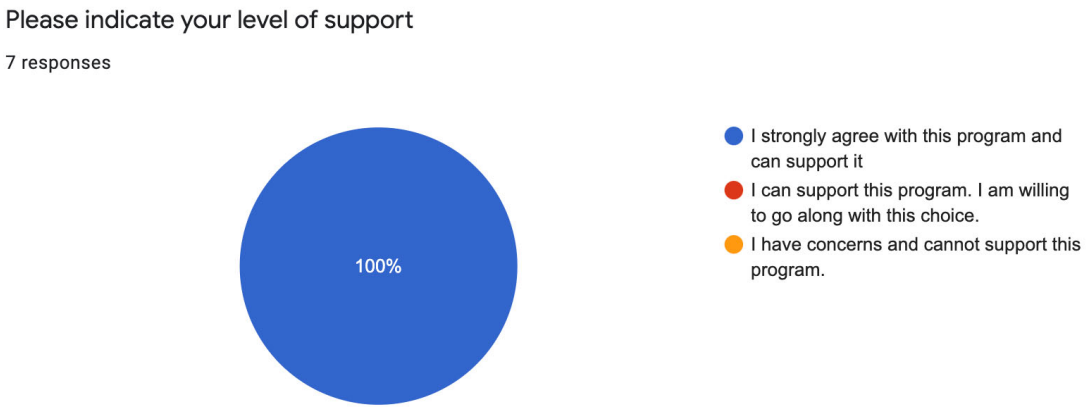
Strengths
Includes robust supports for all learners (foundational and enrichment components) Aligned well with the AP course exam and description Engaging visuals and informative diagrams AP Teacher resource guide - great support for teachers Integrated math support within the text AP style practice tests in print and online Encourages critical thinking and analysis Includes a variety of perspectives Includes data analysis within the chapters Includes local context and examples Social context - “Individuals Matter” - highlights environmental scientists Online website supports use of Google translate Program is packaged with the Fast Track to a 5 supplemental consumable student resources book

Limitations
Case studies are somewhat brief Online platform isn't as intuitive as it could be Has some older information - data and case studies from 2015-2018 Book is heavy - concerns about students bringing them back and forth to school and home

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

The committee used a consensus process to recommend Exploring Environmental Science for AP Updated (2021) 1st edition. Miller and Spoolman. Cengage/National Geographic Learning

The results of the final vote are below. All meetings were held via virtual videoconference in the Zoom platform.



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

Student Components	**Teacher Components**
Bundle: Exploring Environmental Science for AP Updated, 1st Student Edition + MindTap (student print book + etext and digital platform) *Fast Track to a 5 Test Prep for Exploring Environmental Science for AP Updated (student consumable book, replaced for life of the adoption)*	*Exploring Environmental Science for AP Updated, Teacher's Edition (print and digital platform)* *Exploring Environmental Science AP, Teacher's Resource Guide*

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

A 3-hour professional learning will be offered to teachers in summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director of Secondary Education and Programs,
(kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Darriann Baeder	Del Campo / Teacher
Christopher Cimino	Mesa Verde / Teacher
Jessica Harrison	San Juan / Teacher
Victoria Hilton	Casa Roble / Teacher
Rebecca Mackin	Encina / Teacher
Alexus Paulus	Rio Americano / Teacher
Sara Turner	El Camino / Teacher

Category Key Indicators for AP Science Course Review
San Juan Unified School District
Winter/Spring 2021

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the College Board framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the AP style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

Attachment 1

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 (AP) Physics 1 and 2

2. **Recommended Text:**

   College Physics: Explore and Apply (2019). 2nd edition. Etkina, Planinsic, and Van Heuvelen. Savvas

3. **Rationale:**

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

   AP Physics 1 and 2
   Essentials of College Physics
   Cengage, 2006
   Adopted in 2007

   b. **Alignment with state or district textbook cycle:**

   The adoption of the AP Physics 1 and 2 materials are on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 25, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 9, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $28,264.67

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, emphasis was placed on alignment with the College Board framework for each science course which provides the foundations for the advanced placement science courses.

See *Attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

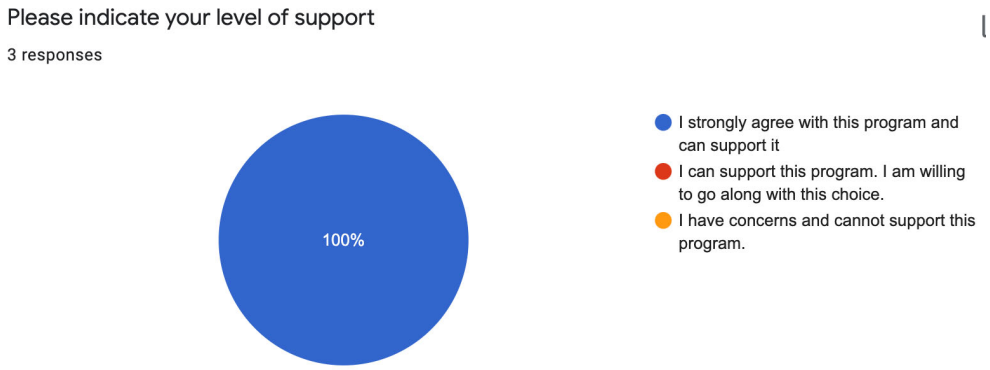
FEEDBACK RESULTS

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

Strengths
• Strong alignment with the advanced placement scope and sequence • Features an exploration and modeling approach to physics, with topics introduced via experimentation • Interesting and creative questions and problems • Solid organization and assessment components • Content is accessible to students in both a conceptual and mathematical context • Text style is conversational and concepts clearly explained • Robust digital support for both teachers and students
Limitations
• Doesn't come with printed supplemental student materials beyond the textbook (offered in digital form) • Digital materials are very strong, but not all students have access to devices • Not enough challenge problems/questions in the print text (included with online platform)

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

The committee used a consensus process to recommend College Physics: Explore and Apply (2019). 2nd edition. Etkina, Planinsic, and Van Heuvelen. Savvas. The results of the final vote are below. All meetings were held via virtual videoconference in the Zoom platform.



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

Student Components	Teacher Components
• AP Student Edition (print) w/ Mastering Physics (digital license) and Pearson eText • Student Active Learning Guide (Online with Mastering)	• Instructor's Guide (Online with Mastering) • Test Gen / Test Bank (Online with Mastering)

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

A 3-hour professional learning session will be offered to teachers in summer. Depending on the current environment with COVID restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Neils Castillo	Casa Roble / Teacher
Scott Martinez	Mira Loma / Teacher
Charles Saylor	Bella Vista / Teacher

Category Key Indicators for AP Science Course Review
San Juan Unified School District
Winter/Spring 2021

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the College Board framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the AP style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

Attachment 1

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   International Baccalaureate (IB) Biology

2. **Recommended Text:**

   AP Biology: Campbell in Focus (2019). 3rd edition. Urry, Cain, Wasserman, and Minorsky.

3. **Rationale:**

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

   AP Biology
   Biology AP Edition
   Pearson, 2008
   Adopted in 2009

   b. **Alignment with state or district textbook cycle:**

   The adoption of the IB Biology materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5	January 14 – February 26, 2021

	Date
possible options)	
Publisher Presentations / Q and A	February 22, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 1, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $36,996.85

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, emphasis was placed on alignment with the College Board framework for each science course which provides the foundations for the advanced placement science courses.

See Attachment B for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

Strengths
Accessible to all students Materials and resources encourage students to engage in activities and investigations that appreciate the environmental, social and ethical implications of science. The content allows students to be collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions. Provides pertinent topics with real-life connections applicable to our modern world. The digital platform is also full of great supports for students and teachers, including tools for on the spot formative assessments and differentiation for students on varying levels The book is easy to read and includes accurate detail The diagrams include the bigger picture and the details End of chapter questions cover a variety of levels (Bloom's).
Limitations
Does not exactly follow the IB syllabus; however, none of the textbooks are 100% aligned to the IB content. The selected text aligns better than most. Doesn't link / integrate with Google Classroom Files are in Zip format instead of ability to more easily download by individual files as needed

Doesn't include explicit objectives at the start of every chapter (could refer to students to the chapter summary of key concepts before they begin reading) Assessment is more limited in scope for the print copy of the text, but is enhanced by the robust digital tools

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

The committee used a consensus process to recommend AP Biology: Campbell in Focus (2019) 3rd edition. Urry, Cain, Wasserman, and Minorsky. (Pearson). All meetings were held via virtual videoconference in the Zoom platform.

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

Student Components	Teacher Components
Campbell Biology in Focus 3rd Edition, AP® Edition ©2020 (print) with Mastering® Biology with Pearson eText, Urry et al	*Teacher Resources with TestGen / Test Bank (online with Mastering)*

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

A one-day professional learning will be offered to teachers during the summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Rochelle Jacks	Teacher / Mira Loma
Mark Porter	Teacher / Mira Loma

Category Key Indicators for International Baccalaureate Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the IB style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

Attachment 1

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   International Baccalaureate (IB) Chemistry

2. **Recommended Text:**

   Chemistry (AP Edition) 10th edition (2018). Zumdahl, Zumdahl, and DeCoste.

3. **Rationale:**

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

   IB Chemistry
   Chemistry, 9th edition
   Cengage, 2013
   Adopted in 2013

   b. **Alignment with state or district textbook cycle:**

   The adoption of the IB Chemistry materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021
Publisher Presentations / Q and A	February 24, 2021

	Date
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 11, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $15,811.47

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, emphasis was placed on alignment with the College Board framework for each science course which provides the foundations for the advanced placement science courses.

See *Attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

Strengths
Strong questions/problem sets and problem solving approach
Materials and resources encourage students to engage in activities and investigations that appreciate the environmental, social and ethical implications of science.
The content allows students to be collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.
Provides pertinent topics with real-life connections applicable to our modern world
Uses a modeling approach
Text has good readability
Robust online resources for teachers and students
Real world chemistry connections in each chapter
Clear learning objectives in each chapter
Limitations
No integration with Google Classroom
Although all the material is included, the chapter organization isn't organized in the same sequence as the course scope and sequence
Does not exactly follow the IB syllabus; however, none of the textbooks are 100% aligned to the IB content. The selected text aligns better than most.

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

The committee used a consensus process to recommend Chemistry (AP Edition) 10th edition (2018). Zumdahl, Zumdahl, and DeCoste. All meetings were held via virtual videoconference in the Zoom platform.

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

Student Components	Teacher Components
Bundle: Chemistry, AP® Edition, 10th Student Edition + OWL™ (7-year access) *Chemistry (AP Edition), AP Lab Manual (consumable book replaced for 7 years)* *Fast Track to a 5: Preparing for the AP® Chemistry Examination (consumable book replaced for 7 years)*	*Chemistry (AP Edition), Annotated Teacher's Edition (print and digital platform)* *Chemistry (AP Edition), AP® Teacher's Resource Guide* *Chemistry (AP Edition), Teacher's Resource Manual to AP® Lab Manual*

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

A 3-hour professional learning session will be offered to teachers in late spring or summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
James Hill	Mira Loma / Teacher

Category Key Indicators for International Baccalaureate Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the IB style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

Attachment 1

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   International Baccalaureate (IB) Environmental Systems and Societies

2. **Recommended Text:**

   Exploring Environmental Science for AP Updated (2021) 1st edition. Miller and Spoolman. Cengage/National Geographic Learning

3. **Rationale:**

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

   IB Environmental System and Societies
   Living in the Environment: Concepts, Connections, and Solutions, 16th edition
   Cengage, 2009
   Adopted in 2012

   b. **Alignment with state or district textbook cycle:**

   The adoption of the IB Environmental Systems and Societies materials is on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 23, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 4, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $7,736.18

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, emphasis was placed on alignment with the College Board framework for each science course which provides the foundations for the advanced placement science courses.

See Attachment A for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

Strengths
Includes robust supports for all learners (foundational and enrichment components)
Materials and resources encourage students to engage in activities and investigations that appreciate the environmental, social and ethical implications of science.
The content allows students to be collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.
Provides pertinent topics with real-life connections applicable to our modern world.
Engaging visuals and informative diagrams
Integrated math support within the text
Encourages critical thinking and analysis
Includes a variety of perspectives
Includes data analysis within the chapters
Includes local context and examples
Social context - “Individuals Matter” - highlights environmental scientists
Online website supports use of Google translate
Program is packaged with the Fast Track to a 5 supplemental consumable student resource book

Limitations
Case studies are somewhat brief Online platform isn't as intuitive as it could be Has some older information - data and case studies from 2015-2018 Book is heavy - concerns about students bringing them back and forth to school and home Does not exactly follow the IB syllabus; however, none of the textbooks are 100% aligned to the IB content. The selected text aligns better than most.

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

The committee used a consensus process to recommend Exploring Environmental Science for AP Updated (2021) 1st edition. Miller and Spoolman. Cengage/National Geographic Learning. All meetings were held via virtual videoconference in the Zoom platform.

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

Student Components	**Teacher Components**
Bundle: Exploring Environmental Science for AP Updated, 1st Student Edition + MindTap (student print book + etext and digital platform) *Fast Track to a 5 Test Prep for Exploring Environmental Science for AP Updated (student consumable book, replaced for life of the adoption)*	*Exploring Environmental Science for AP Updated, Teacher's Edition (print and digital platform)* *Exploring Environmental Science AP, Teacher's Resource Guide*

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

A 3-hour professional learning will be offered to teachers in summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director, Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Colleen Kelly	Mira Loma / Teacher

Category Key Indicators for International Baccalaureate Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the IB style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   International Baccalaureate (IB) Physics

2. **Recommended Text:**

   College Physics: Explore and Apply (2019). 2nd edition. Etkina, Planinsic, and Van Heuvelen. Savvas

3. **Rationale:**

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

   IB Physics
   Physics for the IB Diploma, 5th edition
   Cambridge University Press, 2009
   Adopted in 2009

   b. **Alignment with state or district textbook cycle:**

   The adoption of the IB Physics materials are on cycle with the current SJUSD adoption matrix

   c. **Special considerations, if any:**

   None

4. **Adoption timeline:**

	Date
Formation of adoption committee and notification of publishers	April 10, 2020 (extended through December 2020)
Public Preview Open House (not held due to COVID-19 restrictions, opportunity provided to review digitally or by appointment)	February – March 2021
Introduction Meeting	January 14, 2021
Adoption Committee Reviews Materials (5 possible options)	January 14 – February 26, 2021

	Date
Publisher Presentations / Q and A	February 25, 2021
Public viewing (opportunity to review provided digitally or by appointment)	February – March 2021
Committee Decision making and Recommendation	March 9, 2021
Adoption Report II	March 17, 2021
Recommendation to Curriculum and Standards Committee	March 17, 2021
Board Discussion	March 23, 2021
Board Action	April 13, 2021
Purchase orders submitted	April 14, 2021
New materials in the classroom	August 2021

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $8,272.53

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

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

The adoption committee evaluated the textbooks using the criteria that California uses in their adoption process: (1) content/alignment with standards, (2) program organization, (3) assessment, (4) universal access, (5) instructional planning, (6) teacher support and (7) technology. Consideration was given to strengths and limitations of the current programs, continuity of programs between course levels, online resources, and accessibility and supports for English learners and special education. Additionally, there was an added social content component, also included in California's materials review, to ensure that materials represented the diversity of the students in our classrooms.

Within the alignment to standards section, emphasis was placed on alignment with the College Board framework for each science course which provides the foundations for the advanced placement science courses.

See *Attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to COVID-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

Strengths
• Materials and resources encourage students to engage in activities and investigations that appreciate the environmental, social and ethical implications of science. • The content allows students to be collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions. • Provides pertinent topics with real-life connections applicable to our modern world. • Features an exploration and modeling approach to physics, with topics introduced via experimentation • Interesting and creative questions and problems • Solid organization and assessment components • Content is accessible to students in both a conceptual and mathematical context • Text style is conversational and concepts clearly explained • Robust digital support for both teachers and students
Limitations
• Does not exactly follow the IB syllabus; however, none of the textbooks are 100% aligned to the IB content. The selected text aligns better than most. • Doesn't come with printed supplemental student materials beyond the textbook (offered in digital form) • Digital materials are very strong, but not all students have access to devices • Not enough challenge problems/questions in the print text (included with online platform)

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

The committee used a consensus process to recommend College Physics: Explore and Apply (2019). 2nd edition. Etkina, Planinsic, and Van Heuvelen. Savvas. All meetings were held via virtual videoconference in the Zoom platform.

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

Student Components	Teacher Components
• AP Student Edition (print) w/ Mastering Physics (digital license) and Pearson eText • Student Active Learning Guide (Online with Mastering)	• Instructor's Guide (Online with Mastering) • Test Gen / Test Bank (Online with Mastering)

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

A 3-hour professional learning session will be offered to teachers in summer. Depending on the current environment with COVID-19 restrictions, training may be offered virtually or face to face.

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

14. Curriculum Department contact for additional information: Kristan Schnepp, Senior Director Secondary Education and Programs
kschnepp@sanjuan.edu)
916-971-7364

15. Date submitted Report II: March 17, 2021

Attachment A: Adoption Committee Members

Committee Member	School/Role
Scott Martinez	Mira Loma / Teacher

Category Key Indicators for International Baccalaureate Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● 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 (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the IB style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● 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 ● 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	● 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	● 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 standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 04/13/2021

SUBJECT: New High School Courses for 2021-2022

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board approve the 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 (LCAP), and California's State Standards. The proposed courses of study provide a high level of rigor, deeper opportunities for study, and promote college and career readiness.

COURSES:

Middle Years Programme (MYP) Honors Physics
Middle Years Programme (MYP) Honors Chemistry
Middle Years Programme (MYP) Honors Biology

ATTACHMENT(S):
A: Rationale/Background Information

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/17/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/15/2021, 04/05/2021
Board of Education: 03/23/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A

LCAP/STRATEGIC PLAN:
Goal: 1
Focus: N/A
Action: All
Strategic Plan: 1

Current Year Only: ☐ On-going: ☒

PREPARED BY: Kristan Schnepp, Senior Director, Secondary Schools and Programs KS

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

San Juan Unified School District
New High School Courses for 2021-2022
Rationale/Background

Middle Years Programme (MYP) Honors Biology (A-G):

With inquiry at the core, the MYP science framework guides students to independently and collaboratively investigate issues through research, observation, and experimentation. The MYP Honors Biology curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. Topics include ecology, evolution, cell biochemistry, genetics, biotechnology, and human body systems.(“d”) (Mira Loma)

Middle Years Programme Honors Chemistry (A-G):

MYP Honors Chemistry is an International Baccalaureate (IB) Middle Years course that studies the transformation of matter in our world. The course addresses students’ intellectual, social, emotional and physical, and physical well-being provides students opportunities to develop the knowledge, attitudes, and skills they need in order to manage complexity and take responsible action for the future. This course will serve the IB MYP student population and will satisfy the science requirement for the MYP pathway and the MYP certificate. The primary focus of the course will be to promote critical thinking and problem-solving skills in students consistent with the vision of the International Baccalaureate Program in order to develop the overall scientific thinking of students relevant to their future needs and to lay the foundation for the IB Chemistry Diploma Programme class. Students will spend more than 20 percent of their time with hands-on laboratory experiences, some of which will be inquiry-based, and some will be designed to increase the student's laboratory chemistry skills. Guided practice, class demonstrations, computer simulations, and collaborative classroom discussions will be used in this course. Students will be evaluated on classroom performance, laboratory reports, MYP short-term/long-term projects, and formative/summative assessments. The comprehensive final will serve a dual purpose by helping to prepare students for the College Board’s SAT subject test in chemistry as well as the IB Chemistry exam if students elect that route of study. In addition, their “Elemental Adventure” will be a culminating end-of-the-year project. At the conclusion of this course, students will have a greater appreciation of how scientists think and how chemistry influences their daily lives. MYP Honor Chemistry is a pre-requisite for IB Chemistry and IB Biology I. (“d”) (Mira Loma)

Middle Years Programme Honors Physics (A-G):

MYP Honors Physics is a one-year college preparatory course which is, an activity-oriented class taught as part of the International Baccalaureate (IB) Middle Years Program. In this course, students will explore topics including motion and its causes, conservation laws, periodic motion, thermodynamics and heat theory, electricity, magnetism, and electromagnetic radiation, light, and optics, modern physics including fundamental particles, energy, and waves, with the use of advanced algebra skills. This MYP course will encourage students to appreciate and respect the ideas of others, gain strong ethical reasoning skills and further develop their sense of responsibility as members of local and global communities. (“d”) (Mira Loma)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM **G-8**

MEETING DATE: **04/13/2021**

SUBJECT: Second Amendment of Facility Lease Agreement Between San Juan Unified School District and Choices Charter School

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the second lease amendment for Choices Charter School for the 2021-2022 school year.

RATIONALE/BACKGROUND:
Pursuant to Proposition 39, regulations for charter school groups have requested district facilities and the district have responded to the request as required in providing the charter school with facilities and equipment.

Proposition 39 prescribes that charter schools which have made a timely request for facilities under the provisions of Proposition 39 may only be charged a pro rata share of the district's unrestricted general fund expenditures from the prior year (2020-2021) for the in-district students the charter school will be providing services to. Out of district students may be charged "market rate" fees.

This amendment to the charter school lease updates the facility fees for the 2021-2022 school year. The term of the agreement extends the lease, through June 30, 2022, with the option to renew for four consecutive years. The agreement and amendment have been drafted in accordance with education code sections 11969 and 47600 et seq.

ATTACHMENT(S):
A: Choices Lease Amendment No. 2

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ 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 Funding Source: N/A
Strategic Plan: N/A

PREPARED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools

SECOND AMENDMENT TO FACILITY LEASE AGREEMENT
BILLY MITCHELL CAMPUS

This SECOND AMENDMENT to the Lease Agreement is made by and between San Juan Unified School District ("District") and Choices Charter Schools ("Choices" or "Charter School" or "Tenant"), and is dated as of this 10th day of February, 2021.

WITNESSETH:

WHEREAS, the District and Tenant have previously executed the facility lease agreement, dated June 30, 2016 (the "Lease") pursuant to the terms of which Tenant has leased from the District the portion of Billy Mitchell Elementary School Site, located at 4425 Laurelwood Way, Sacramento, California 95864 ("School Site") containing the building thereon, contiguous school grounds and non-exclusive use of the school parking lot, restrooms, playground and playing fields thereon , as shown in Exhibit A of the Lease amendment.

WHEREAS, District and Tenant executed an amendment to the facility lease agreement on October 13, 2020 extending the term of the lease and updating the facilities costs for the 2020-2021 academic year.

WHEREAS, the District and Tenant have agreed to make certain modifications to the Lease, which modifications will supersede and replace the language as referenced.

NOW, THEREFORE, in consideration of the mutual promises contained herein and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, effective February 10th, 2021, the parties agree as follows:

1. TERM: Section 2 of the Lease, shall be deleted in its entirety and replaced with the following:

> "The Term of the Lease shall commence on the Effective Date of the Amendment and shall end on June 30, 2022. At District's absolute and sole discretion, the Term may be extended on an annual basis by mutual written agreement of the parties for up to four additional years. Each year, Tenant shall provide the District written notice by April 1st if it desires to extend the Lease. The Parties shall then execute a further amendment to extend the Term of the Lease."

2. FACILITIES COSTS: Section 4.a. is amended to strike the first paragraph and inserting in lieu thereof the following:

> a. Facilities Costs: Choices shall pay a pro rata share of the District's facilities costs as provided in 5 C.C.R. Section 11969.7 (referred to herein as "pro rata share charge"). The pro rata charges for the 2021-2022 school year are provided as Exhibit B of the 2021-2022 lease amendment, attached hereto and included herein. The pro rata share amount shall be paid monthly. The obligation to begin paying the pro rata share charge shall begin on the date of possession, July 1, 2021, and shall end on June 30, 2022.

3. AUTHORITY: The Parties represent that the individual(s) signing this Amendment on its behalf are duly authorized and have legal capacity to sign this Amendment and bind the Parties to its terms.

Each Party acknowledges that the other Party has relied upon this representation and warranty in entering into this Amendment.

4. MODIFICATION: Except as modified by the terms of this Amendment all other terms and conditions of the Lease shall remain in full force and effect.

5. BOARD APPROVAL: The effectiveness of this Amendment shall be contingent upon approval by the District's Governing Board as required by law.

6. COUNTERPARTS: The Parties may sign this Amendment in counterparts, each of which is an original and all of which taken together form one single document.

Except as modified by the terms of this Amendment, all other terms and conditions of the Lease shall remain in full force and effect.

IN WITNESS WHEREOF, District and Tenant have executed this Lease, through their respective officers or representatives, duly authorized, as of the day and year shown below.

Date:_____

_____
San Juan Unified School District
Approved as to Form:

_____
Linda Simlick, General Counsel
San Juan Unified School District

Date: 3/16/2021

_____
Choices Charter

Approved and ratified this ____ day of _____, 2021 by the San Juan Unified School District Board of Education by the following vote:

AYES:
NOES: ABSENT: ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District Board of Education

Attest:

_____
Zima Creason, Clerk, Governing Board of SJUSD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM G-9

MEETING DATE: 04/13/2021

SUBJECT: Second Amendment of Facility Lease Agreements Between San Juan Unified School District and Golden Valley Charter School

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the second lease amendments for Golden Valley Charter School campuses for the 2021-2022 school year.

RATIONALE/BACKGROUND:
Pursuant to Proposition 39, regulations for charter school groups have requested district facilities and the district have responded to the request as required in providing the charter school with facilities and equipment.

Proposition 39 prescribes that charter schools which have made a timely request for facilities under the provisions of Proposition 39 may only be charged a pro rata share of the district's unrestricted general fund expenditures from the prior year (2020-2021) for the in-district students the charter school will be providing services to. Out of district students may be charged "market rate" fees.

This amendment to the charter school lease updates the facility fees for the 2021-2022 school year. The term of the agreement extends the lease, through June 30, 2022, with the option to renew for four consecutive years. The agreement and amendment have been drafted in accordance with education code sections 11969 and 47600 et seq.

ATTACHMENT(S):
A: Filbert (Orchard) Campus Lease Amendment No. 2
B: Palisades (River) Campus Lease Amendment No. 2

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

FISCAL IMPACT
Current Budget: $ N/A
Additional Budget: $ 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 Funding Source: N/A
Strategic Plan: N/A

PREPARED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools

SECOND AMENDMENT TO FACILITY LEASE AGREEMENT
GOLDEN VALLEY CHARTER SCHOOL
ORANGEVALE/FILBERT SCHOOL SITE

This Second Amendment to the Facility Lease Agreement dated August 11, 2015 (the "Second Amendment") is made by and between San Juan Unified School District ("District") and Golden Valley Charter School ("Charter School"), and is dated as of this 18th day of March, 2021.

RECITALS

WHEREAS, the District and Charter School executed the Facility Lease Agreement dated August 11, 2015 (the "Agreement") pursuant to the terms of which Charter School is entitled to use, pursuant to Proposition 39 ("Prop. 39") as codified by Education Code section 47614 and Title 5 of the California Code of Regulations section 11969, et seq., of the District's Orangevale/Filbert Elementary School, located at 6550 Filbert Avenue, Orangevale, County of Sacramento in the State of California ("Premises"), as shown in Exhibit A of this amendment.

WHEREAS, on June 23rd, 2020, District and Tenant entered into the First Amendment of the Lease Agreement ("First Amendment") attached hereto as Exhibit B, under which the Term of the Lease, among other things, was extended for one (l) year, commencing on July 1, 2020, with an option to renew for four (4) additional one (1) year terms;

WHEREAS, in the interest of long-term planning and stability for the Parties, the District and Charter School desire to enter into a facilities agreement for Charter School facilities that will fulfill the District's obligations under Prop. 39.

WHEREAS, this Amendment is intended to modify the Agreement to extend the term and make certain changes for the benefit of the Parties.

NOW THEREFORE, in consideration of the mutual promises contained herein and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree as follows:

1. The foregoing recitals are true and correct and are incorporated herein by reference.

2. Section 2 of the Agreement is deleted in its entirety and replaced with the following:

   "Term: The term of this Agreement ("Term") shall be for five (5) school years, from the date of execution of this Agreement by all Parties through June 30, 2025. So long as the Charter School's petition is active, or unless terminated earlier pursuant to Section 13."

3. Sections 4, subsection a, shall be deleted in its entirety and replaced with the following:

   "a. Facilities Costs: Charter School shall pay a pro rata share of the District's facilities costs as provided in 5 C.C.R. Section 11969.7 as that section read on the date of execution of the Amendment (referred to herein as "pro rata share charge"). The pro rata charges for the 2020-2021 school year are provided in Exhibit B, attached hereto and included herein. The pro rata share amount shall be paid monthly. The obligation to begin paying the pro rata share charge shall begin on the date of possession, July l , 2021, and shall continue through termination of

the Agreement. The pro rata share shall be recalculated by on an annual basis consistent with the methodology set forth in Exhibit B. The District shall provide notice to the Charter School of the pro rata share charge by May 1st of each year."

4. Section 4, subsection f, shall be deleted in its entirety and replaced with the following:

F: Payment Schedule: Charter School shall pay the costs explained above on a monthly basis, in twelve equal payments, by the tenth of each month beginning July 1, 2021, unless a different arrangement is mutually agreed upon in writing by the parties."

5. Section 14 shall be amended as follows:

   a. All references to "lease" shall be replaced with "Agreement".

   b. All references to "Lessee" shall be replaced with "Golden Valley".

   c. All references to "Lessor" shall be replaced with "District".

   d. Section 14, subsection B.2, shall be added as follows:

   "This Agreement shall automatically terminate upon the closure of the Charter School, whether voluntary or due to non-renewal or revocation of the Charter School's petition."

6. Section 22, subsection g, shall be amended as follows:

   "David Burke, Director of Planning and Property Management" shall be replaced with "Frank Camarda, Assistant Superintendent, Facilities, Operations and Transportation".

7. Exhibit A and Exhibit B are replaced with the corresponding exhibits attached hereto.

8. Except as modified by the terms of this Amendment all other terms and conditions of the Lease shall remain in full force and effect.

IN WITNESS WHEREOF, District and Charter School have executed this Amendment, through their respective officers or representatives, duly authorized, as of the day and year shown below.

LESSOR:
San Juan Unified School District

By:_____
Frank Camarda
Title: Assistant Superintendent, Facilities Maintenance and Transportation

TENANT:
Golden Valley Charter Schools

By:_____
Caleb J. Buckley, Ed.D.
Title: Executive Director, Golden Valley Charter Schools

SECOND AMENDMENT TO FACILITY LEASE AGREEMENT
GOLDEN VALLEY CHARTER SCHOOL
PALISADES ELEMENTARY SCHOOL SITE

This Second Amendment to the Facility Use Agreement dated August 11, 2015 (the "Second Amendment") is made by and between San Juan Unified School District ("District") and Golden Valley Charter School ("Charter School"), and is dated as of this 18th day of March, 2021.

RECITALS

WHEREAS, the District and Charter School executed the Facility Use Agreement dated August 11 , 2015 (the "Agreement") pursuant to the terms of which Charter School is entitled to use, pursuant to Proposition 39 ("Prop. 39") as codified by Education Code section 47614 and Title 5 of the California Code of Regulations section 1 1969, et seq., the portion of the Palisades Elementary School Site, located at 9601 Lake Natoma Drive, Orangevale, County of Sacramento in the State of California ("Premises"), as shown in Exhibit A of this amendment.

WHEREAS, on June 23rd, 2020, District and Tenant entered into the First Amendment of the Lease Agreement ("First Amendment") attached hereto as Exhibit B. under which the Term of the Lease, among other things, was extended for one (l) year, commencing on July 1, 2020, with an option to renew for four (4) additional one (1) year terms;

WHEREAS, in the interest of long-term planning and stability for the Parties, the District and Charter School desire to enter into a facilities agreement for Charter School facilities that will fulfill the District's obligations under Prop. 39.

WHEREAS, this Second Amendment is intended to modify the Agreement to extend the term and make certain changes for the benefit of the Parties.

NOW THEREFORE, in consideration of the mutual promises contained herein and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree as follows:

1. The foregoing recitals are true and correct and are incorporated herein by reference.

2. Section 2 of the Agreement is deleted in its entirety and replaced with the following:

   "Term: The term of this Agreement ("Term") shall be for five (5) school years, from the date of execution of this Agreement by all Parties through June 30, 2025. So long as the Charter School's petition is active, or unless terminated earlier pursuant to Section 13."

3. Sections 4, subsection a, shall be deleted in its entirety and replaced with the following:

   "a. Facilities Costs: Charter School shall pay a pro rata share of the District's facilities costs as provided in 5 C.C.R. Section 1 1969.7 as that section read on the date of execution of the Amendment (referred to herein as "pro rata share charge"). The pro rata charges for the 2020-2021 school year are provided in Exhibit B attached hereto and included herein. The pro rata share amount shall be paid monthly. The obligation to begin paying the pro rata share charge shall begin on the date of possession, July l, 2021, and shall continue through termination of the Agreement. The pro rata share shall be recalculated by on an annual basis consistent with the methodology set forth in Exhibit B. The District shall provide notice to the Charter School of the pro rata share charge by May 1st of each year."

4. Section 4, subsection f, shall be deleted in its entirety and replaced with the following:

"f. Payment Schedule: Charter School shall pay the costs explained above on a monthly basis, in twelve equal payments, by the tenth of each month beginning July 1, 2021, unless a different arrangement is mutually agreed upon in writing by the parties."

5. Section 14 shall be amended as follows:

a. All references to "lease" shall be replaced with "Agreement".

b. All references to "Lessee" shall be replaced with "Golden Valley".

c. All references to "Lessor" shall be replaced with "District".

d. Section 14, subsection B.2, shall be added as follows:

"This Agreement shall automatically terminate upon the closure of the Charter School, whether voluntary or due to non-renewal or revocation of the Charter School's petition."

6. Section 22, subsection g, shall be amended as follows:

"David Burke, Director of Planning and Property Management" shall be replaced with "Frank Camarda, Assistant Superintendent, Facilities, Maintenance and Transportation".

7. Exhibit A and Exhibit B are replaced with the corresponding exhibits attached hereto.

8. Except as modified by the terms of this Amendment all other terms and conditions of the Lease shall remain in full force and effect.

IN WITNESS WHEREOF, District and Charter School have executed this Second amendment, through their respective officers or representatives, duly authorized, as of the day and year shown below.

LESSOR:
San Juan Unified School District

By:_____
Frank Camarda
Title: Assistant Superintendent, Facilities Maintenance and Transportation

TENANT:
Golden Valley Charter Schools

By:_____
Caleb J. Buckley, Ed.D.
Title: Executive Director, Golden Valley Charter Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM **G-10**

MEETING DATE: **04/13/2021**

SUBJECT: Amendment No. 6 for Casa Roble Fundamental High School New Construction/CTE Modernization Design-Build Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3044 approving Amendment No. 6 to the design/build contract for the Casa Roble Fundamental High School new construction and CTE modernization project.

RATIONALE/BACKGROUND:
The design-build agreement, to be amended to a completion date of January 30, 2021; and all unused contingencies will be credited back to the district upon completion of the project, as stated in Article 7 – Compensation of the Design-Build Agreement.

ATTACHMENT(S):
A: Resolution No. 3044
B: Amendment No. 6

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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: Nicholas Arps, Director of Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools

RESOLUTION NO. 3044

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING AMENDMENT NO. 6 TO DESIGN- BUILD CONTRACT

CASA ROBLE FUNDAMENTAL HS/NEW CONSTRUCTION & CTE MOD

New Student Union Project # 209-9512-N1
CTE Modernization Project # 209-9495-N2

WHEREAS, section 17250.10 et seq. of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the design-build procurement process;

WHEREAS, in Resolution No. 2892, the District Board of Education ("Board") previously approved the award of the Design-Build Contract for this Project, which approval stated the award was to Flint Builders, Inc.; and

WHEREAS, Article 6 – Time of Performance, Item 6.1.3 of the Design-Build Agreement, to be amended to a completion date of January 30, 2021; and

WHEREAS, all unused Contingencies will be credited back to the District upon completion of the project, as stated in Article 7 – Compensation of the Design-Build Agreement.

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

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

Section 2. The Board approves amending the Design-Build Agreement completion date as stated in Amendment #6.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on April 13, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District
Facilities Business Department
5320 Hemlock Street, Sacramento, California 95841
Telephone 916- 971-7283
Internet Web Site: www.sanjuan.edu

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

Amendment #6

Casa Roble Fundamental HS / New Construction

DSA App. #02-116938 / Design-Build Agreement 907429 with the 807217 Agreement
SJUSD Project #209-9512-N1

Effective **April 13, 2021**, the Design-Build Agreement dated **April 10, 2018** between the San Juan Unified School District and **Flint Builders, Inc.** for the **Casa Roble Fundamental HS, New Construction** is amended as follows:

Paragraph 6.1.3 Design-Builder shall bring the entire Work to completion in the manner provided in the Contract Documents by ~~March 8, 2021~~ **January 30, 2021**.

PO #807217 | New Construction

Paragraph 7.1.1 At such time as the District and Design-Builder jointly agree, the Design-Builder shall submit a GMP Proposal in a format acceptable to the Owner. The GMP for the New Construction Project, including compensation for all design and construction services, shall not exceed the Project cost of $23,000,000.00, which includes $2,763,640 for Owner's Contingency and $506,038.00 for Design-Builder/Construction Contingency. Any unused portion of both Contingencies will be credited back to the District. **The total unused portion of both contingencies totals $1,185,965.16 and is being credited back to the District.**

Original Project Cost	$	7,802,000.00
Amendment #1	$	15,198,000.00
Amendment #5	$	-
Current Amendment #6 (Unused Contingencies)	$	(1,185,965.16)
Agreement Total	$	21,814,034.84

PO #907429 | CTE MOD Project

Original Project Cost	$	-
Amendment #2	$	3,000,000.00
Amendment #3	$	-
Amendment #4 (Unused Contingencies)	$	(553,621.00)
Agreement Total	$	2,446,379.00

TOTAL CONTRACT AGREEMENT (NEW CONSTUCTION & CTE MOD): $24,260,413.84

In all other respects, the terms and conditions of said Design-Build Agreement, including the exhibits thereto, remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Title: Assistant Superintendent, Operations, Facilities and Transportation

Flint Builders, Inc.
A California Corporation

SIGN HERE

By:_____
Kevin Mosher
Title: VP of Operations

Federal Tax ID: 90-0942823

APPROVED
By N.Perrine at 4:23 pm, Mar 18, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 04/13/2021

SUBJECT: Comprehensive Coordinated Early Intervening Services (CCEIS) Update

DEPARTMENT: Special Education

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

ACTION REQUESTED:
The superintendent is recommending that the board review and discuss the 2019-2020 Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

RATIONALE/BACKGROUND:
The California Department of Education (CDE) has identified certain Local Educational Agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration and type of disciplinary actions, including suspensions and expulsions.

On November 17, 2020, the board approved the abstract for the 2020-2021 CCEIS plan. We are currently still awaiting approval from CDE for the proposed plan. In the meantime, we are currently implementing the 2019-2020 CCEIS plan. Tonight's presentation is an overview of the plan that is currently in place.

ATTACHMENT(S):
A: Presentation
B: 2019-2020 CCEIS Plan

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/09/2020, 04/05/2021
Board of Education: 11/17/2020

FISCAL IMPACT:
Current Budget: $ 1,457,947
Additional Budget: $ N/A
Funding Source: CCEIS

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Vanessa Adolphson, Director, Special Education

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services DC
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

Comprehensive Coordinated Early Intervening Services (CCEIS)

Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Vanessa Adolphson, Director, Special Education
Diana Marshall, Director, Equity and Student Achievement
Dominic Covello, Director, Student Support Services
Christine Moran, Director, Multi-Tiered System of Support

Agenda

Understanding CCEIS

Data and Root Causes

Measurable Outcomes and Activities

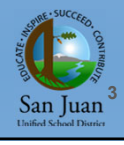
Voices from the Field

Next Steps

What is disproportionality?

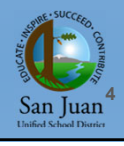
Disproportionality refers to the overrepresentation of a particular racial or ethnic group with special needs in one of four areas:

1. Identification within a specific disability category;
2. Disciplinary action;
3. More restrictive environments;
4. Special education in general



What are CEIS and CCEIS?

- The development of a Coordinating Early Intervening Services (CEIS) plan is **voluntary** if a district is identified as disproportionate in one or more identified areas.
- The development of a Comprehensive Coordinating Early Intervening Services (CCEIS) plan is **required** to identify how the LEA is addressing their significant disproportionality and reserve 15% of IDEA funds for a CCEIS plan.



What is a CCEIS Plan?

Comprehensive Coordinated Early Intervening Services Plan

- Studies the data and identifies root causes
- Addresses the areas of significant disproportionality through an action plan that targets a relevant student population by providing general education supports and interventions
- Goal: to address student need to reduce risk of suspension
- Implemented over a period of 27 months
- Funding: 15% of IDEA funds reserved

San Juan Unified School District 5

San Juan Unified's Disproportionality

Significant Disproportionality refers to a district being disproportionate in the same area over a period of three years.

San Juan Unified data shows us to be significantly disproportionate in the following area:

- Discipline: Suspension and Expulsion of African-American Students with Individualized Education Program (IEPs)



CDE RISK RATIO
Ratio of African American students with disabilities who are suspended 10 or more days out of school compared with all other students with disabilities who are suspended for the same amount of time. This indicates that African American students with disabilities were 3.47 times more likely to be suspended than other students with disabilities.

*How many times more likely African American students with disabilities are to be suspended

San Juan Unified School District 6

Planning: Comprehensive Review of District Data

California Department of Education (CDE) Dashboard

Local Control and Accountability Plan (LCAP) Data

Climate Survey

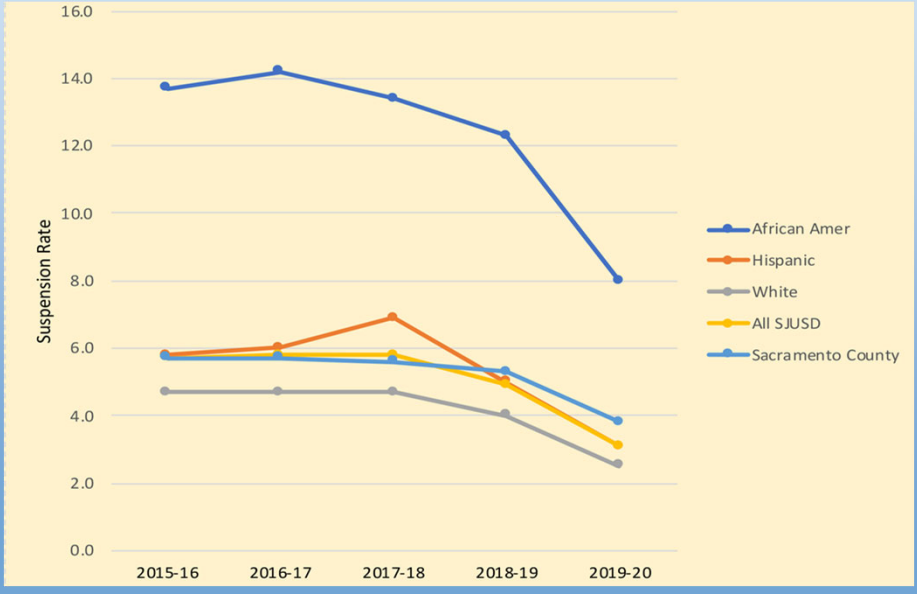
Suspension Data

Student and Staff Interviews

Parent Interviews

San Juan Unified School District

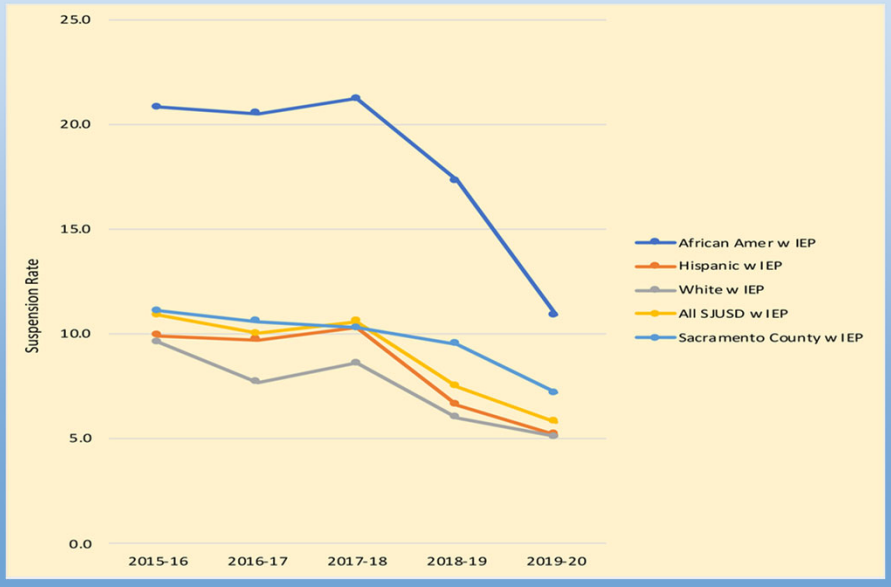
Student Suspension Rate: 5 Year Historical Trends



*School data includes all San Juan SELPA schools

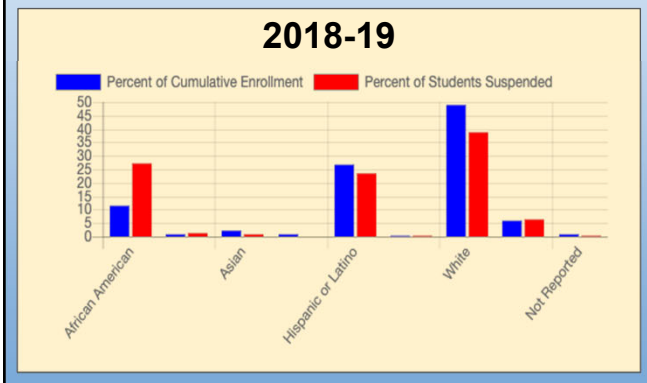
San Juan Unified School District

Students with IEPs Suspension Rate: 5 Year Historical Trends

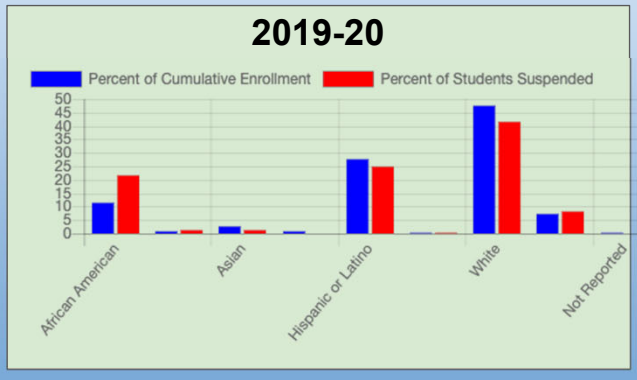


*School data includes all San Juan SELPA schools

Students with IEPs - % Enrollment vs. % Suspended



African American Students w/ IEPs
11.8% Cumulative Special Education Enrollment
27.1% of Suspensions



African American Students w/ IEPs
11.6% Cumulative Special Education Enrollment
21.8% of Suspensions

Discrepancy reduction from 2018-19 to 2019-20 by 5.3%

*School data includes all San Juan SELPA schools

Planning: Focus Groups Feedback

Sites need to build a comprehensive system for both behavioral and academic intervention.

Need to increase clarity around specific prevention and intervention systems.

Inconsistent implementation across the district for universal support programs and strategies, including implementation of the PBIS framework.

One outcome of staff implicit bias is when in conflict with a student they send students out of class.

One of the key barriers to these relationships is the implicit bias that staff have towards students of color and are unaware of how these biases and impact students.

Training is voluntary in the district and therefore only staff who are aware of their implicit bias participate in these training sessions.

A need for consistent use of de-escalation techniques in combination with restorative practices to solve these conflicts pre-referral.

When conflict between students and staff occur there is often an escalation of that conflict resulting in students being sent to the office.

San Juan Unified School District 11

Planning: Identified Root Causes

- Implicit bias and lack of cultural awareness results in disproportionate suspension of African American students
- Lack of consistency in practice across the district Multi-Tiered System of Support (MTSS)
- Lack of implementation of consistent discipline procedures and practices, including pre-referral strategies not being implemented to interrupt student suspension

San Juan Unified School District 12

Identified Sites

Cameron Ranch, Encina, Greer, Howe, Pasadena, Sierra Oaks, Starr King and Thomas Edison

Sites have been selected based on data demonstrating that a sufficient sampling of the target population can be found at those sites

Target Population

Students with one or more days of suspension at the selected sites

San Juan Unified CCEIS Plan 2019 and 2020

Measurable Outcomes and Activities #1

Measurable Outcome:

The district will build a culturally responsive framework that leads to a reduction of 5% in suspensions.

Activities:

- Provide professional development (PD) in alignment with the 8 point commitment to educational justice
- Support sites to create equity teams (classified, certificated, parents, administration, district administrative support) who will assist at site level in conversations around equitable practices
- Expand and prioritize family and student voice

San Juan 15 Unified School District

Measurable Outcomes and Activities #2

Measurable Outcome:

Identified sites will utilize the MTSS framework to build a tiered system of student support and intervention resulting in a 5% reduction in suspension

Activities:

- Identified target students placed on Student Support Center staff caseloads and Student Learning Plans created for each student
- Utilization of Social, Emotional, Behavior Risk Screener (SAEBRs) as a Universal Screener
- Continued training and support in Positive Behavioral Interventions and Supports (PBIS)

San Juan 16 Unified School District

Measurable Outcome and Activities #3

Measurable Outcome:

Identified sites will increase their use of alternatives to suspension and other means of correction that lead to a reduction of 5% in suspensions.

Activities:

- Revise district behavior and suspension handbook to include other means of correction and alternatives to suspension
- Support identified sites with PBIS and Restorative Practices implementation
- Conduct monthly review of suspension data

San Juan 17

Voices from the Field



Aliceon Sloss, Principal Cameron Ranch



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San Juan 18

Next Steps

Continued implementation of 2019 plan

- Amendment to include activities to support summer programs
- Ongoing monitoring and reporting to stakeholder group

Approval of 2020 plan

Development of 2021 plan

Significant Disproportionality **2019** Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

The California Department of Education (CDE) has identified certain Local Educational Agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding significant disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS requirements and instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Federal Individuals with Disabilities Education Act Requirements (See Title 34 *Code of Federal Regulations* (34 *CFR*) section 300.647 determining significant disproportionality)

Under the federal Individuals with Disabilities Education Act (IDEA), determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral support to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 *CFR* section 300.646(d)(1).)

CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups
- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade
- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

(See 34 *CFR* sections 300.646(d)(3) and (4).)

Budget and Allowable Expenditures Information for 2019 (See 34 *CFR* section 300.646(d)(1)(iii).)

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA part B regulations significant disproportionality (Equity in IDEA). For detailed allowable comprehensive Coordinated Early Intervening Services (comprehensive CEIS), please refer specifically to questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education web page at https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf

- Reserve 15 percent of the fiscal year 2019–20 IDEA grant funds for CCEIS. (refer to the OSEP regulations, questions C-3-6, page 21)

- IDEA funds budgeted for the 2019 CCEIS plan must be exhausted within the 27-month report period: July 1, 2019 through September 30, 2021. Implementation of CCEIS cannot begin until written approval of the CCEIS plan is provided by the CDE

- Clarification on appropriate use of CCEIS funds:

    - **Supplement not supplant**: CCEIS funds should only be used to supplement and not supplant, activities funded with and implemented utilizing, Part B funds or other federal funds (see 34 *CFR* section 300.266(e).) (refer to the OSEP regulations, question C-3-7, page 21 of 28).

    - **Professional development**: CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral support to succeed in the general education environment. (refer to the OSEP regulations, questions C-3-8, page 22)

      Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS plan. To the extent that special education personnel are involved in developing the CCEIS plan, the LEA may use CCEIS funds to pay for this involvement.

Phase 1

1.1 Leadership Team: List members' names, emails, titles/roles and responsibilities related to the CCEIS plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan	Email
Dr. Debra Calvin	Assistant Superintendent of Educational Services	Assistant Superintendent of Educational Services, budget support and leadership, Superintendent's designee and cabinet liaison, Multi Tiered System of Support (MTSS) oversight, equity lens and cultural broker support, Student Support Center (SSC) leadership	debra.calvin@sanjuan.edu
Susan Green	Director of Assessment, Evaluation and Planning	Data districtwide and school sites broken down by ethnicity	sgreen@sanjun.edu
Kristan Schnepp	Senior Director of Professional Learning and Innovation (PLI)	Curriculum and cabinet liaison	kschnepp@sanjuan.edu
Rick Messer	Assistant Superintendent of Secondary Education	Lead site administrators in professional development (PD) on interventions and cabinet liaison	rick.messer@sanjuan.edu
Christine Moran	Director of MTSS	Student Support Center, Tiered intervention support, Positive Behavioral Interventions and Supports (PBIS) collaborator	christine.moran@sanjuan.edu
Diana Marshall	Director of Equity and Student Achievement	Director of Equity and Student Achievement, restorative practices leadership, restorative circles, equity liaisons, equity collaborative, PBIS collaborator, Social Emotional Learning (SEL) leadership	diana.marshall@sanjuan.edu

Dominic Covello	Director of Student Support Services	Director of Student Support Services, PBIS Leadership, restorative practices leadership, SEL Leadership, budget support, social worker support	dcovello@sanjuan.edu
Vanessa Adolphson	Director of Special Education/SELPA Director	Special education leadership, Special Education Local Plan Area (SELPA) leadership, technical assistance compliance, and budget support and leadership	vadolphson@sanjun.edu
Roxanne Mitchell	Director of Student Learning/Site Level Administrator	Oversee implementation of action plan at school site	roxanne.mitchell@sanjuan.edu

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

SJUSD leadership team is a cross-section of staff who have a variety of decision-making abilities within the organization and a single SELPA district. The CCEIS leadership team has quarterly meetings to review progress on plan initiatives and to collect data points. Key members of the CCEIS leadership team have decision making authority. The CCEIS leadership team has met weekly to complete the plan receiving technical assistance and meeting with stakeholders for feedback and approval.

Has your district been previously identified as significantly disproportionate? Yes or No.

Yes

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2017 Indicator 10, White Emotional Disturbance): **Indicator 10, emotional Disturbance 2013, 2014 Discipline, African American-2014, 2015, 2015, 2016, 2016, 2017, 2017, 2018**

1.2 Stakeholder Group: List members' names, roles and CCEIS related responsibilities.

Name	Title/Role	CCEIS Team Responsibility for Development and Implementation of CCEIS Plan
Rick Messer	Cabinet Level – General Education	Lead site administrators in PD on interventions
Debra Calvin	Cabinet Level – Special Education	Assistant Superintendent of Educational Services, Budget support and leadership, Superintendent's designee and cabinet liaison, MTSS oversight, Equity lens and cultural broker support, Student Support Center leadership
Kristan Schnepp	Director of Curriculum (or Similar)	Curriculum
Vanessa Adolphson	SELPA Director	Special Education leadership, SELPA leadership, Technical Assistance Compliance, and Budget Support and Leadership
Susan Green	Director of Assessment (or Similar)	Data districtwide and school sites are broken down by ethnicity
Esti Sanchez, SJHS/Equity Team	Appropriate Grade Level General Education Teacher	Provides professional development for equity department
Heather Fujita	Appropriate Grade Level Special Education Teacher	Special Education curriculum support
*	Community Member/ Parent	Parent voice
*	Community Member/ Parent	Parent voice
Kent Kern	Superintendent	Signs off on plan and certifier of all assurances
Roxanne Mitchell	Site Level Administrator	Oversee implementation of action plan at school site
Barbara Gross	Fiscal Services Representative	Oversees fiscal aspects of CCEIS plan
Christine Moran	Other: Director of MTSS	Student Support Center, Tiered Intervention support, PBIS collaborator
Diana Marshall	Other: Director of Equity	Director of Equity and Student Achievement, Restorative Practices leadership, Restorative Circles, Equity Liaisons, Equity Collaborative, PBIS collaborator, Social Emotional Learning leadership
Dominic Covello	Director of Student Services	Director of Student Support Services, PBIS leadership, Restorative practices leadership, Social Emotional Learning Leadership, Budget Support, Social Worker support
Ed Burgess	Executive Director, SJTA	Teachers bargaining unit

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group: https://drive.google.com/drive/folders/1gOo_OKTZ92lsi2AvAapPjseOW5ksmTzg?usp=sharing

On the following dates 9/23/2019; 9/25/2019; 10/14/2019; 12/11/2019: Staff looked at suspension data, absenteeism data, and CAASP scores across schools, ethnicity, english language learners and students with disabilities. Staff developed commonalities and questions to look deeper at data. Staff participated in activities to challenge core beliefs about student success.

On the following dates 9/30/2019; 11/14/2019; 1/16/2020: With leadership support, individual school sites looked at their suspension data, graduation rates and attendance for students with disabilities. Individual sites looked at root causes and developed action plans.

Staff, students, parents, board members, and community members participated in data equity walks and LCAP meetings during the 2019-2020 school year. The parents representing the student group identified as significantly disproportionate are left blank intentionally.Unfortunately the team did not have a diverse parent representative on the stakeholder meetings to discuss data throughout the school year. Parents and community members attended LCAP meetings, listening sessions, and parent engagement nights that were not clearly identified as CEIS related. For the 2020-2021 school year two representatives have been invited to participate in the upcoming school year.

In June 2020, The district had 6 listening sessions including all stakeholders (parents, community partners, staff, students, administration) to discuss the institutional racism in the organization and what steps can be implemented to decrease the barriers to access and opportunity as well as increase students of color success in both behavior and academics.

1.3 List the activities the LEA has completed to support the development of the CCEIS Plan*:

Technical Assistance Support: accessing information via the SPP-TAP website, communicating with CDE FMTA consultants, communicating with SPP-TAP staff, participating in the virtual community of practice meetings, attending a regional session, Spring CCEIS workshops, and Fall CCEIS workshops.

*Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

Name	Current Service	Anticipated Service

Dr. Mildred Browne	Provided input/feedback in regards to writing the 2019 CCEIS Plan. This includes assisting with data identification and identification of the root causes.	Continue to offer support and monitoring of the 2019 CCEIS Plan including completion of the ongoing progress reports.
Gary McHenry	Provided input/feedback regarding data for 2019 CCEIS Plan	Continue to offer ongoing support in regards to gathering ongoing data to support the implementation of the CCEIS Plan
Suwinder Cooper	Provided facilitation for Focus Groups using the Wisconsin for the 2019 CCEIS Plan	Support the Leadership Team in addressing the strategies in the 2019 CCEIS Plan

TA Meeting Notes

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? *(See State Performance Plan Technical Assistance Project's website: https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/ for additional information.)*

To inform practices and decision making, several types of data were collected. The following data points were utilized: disaggregated data by program and ethnicity in the areas of academic achievement, attendance, and discipline from the SJUSD information system, SEIS, CDE Dataquest, On Track in Illuminate, and CALPADS.
The following documents below were reviewed from years 2017-2018 to 2018-2019:

Types of data:

1. CDE Dashboard
2. LCAP Data on Actions and Services
3. Climate Survey
4. Achievement Data
5. LRE Analysis
6. Parent Surveys
7. Staff Surveys
8. California Healthy Kids Survey

9. Suspension Data
10. Graduation Rates
11. Advanced placement classes and other advanced programs
12. Students and staff interviews
13. Parent Interviews
14. LCAP items addressing areas of disproportionality
15. Cultural competency
16. Cultural lens in response to behavior and academic supports and interventions
17. Alternatives to suspension utilizing a culturally responsive approach

SJUSD data gaps fall in the category of needing more in depth data. We have an abundant amount of surface level data but when looking at root causes we have little to no data around more detailed information:

Examples include that we have accurate levels of suspension data but have data gaps in the number of referrals to the office or removal from class. In the AP data, we see that we are consistently tracking data such as the number of students who enroll in AP/IB classes yet we have data gaps in the completion rates and passing of the test. Student and staff interviews are often general prompts that ask about strengths and areas of growth and the gaps are around closing feedback loops as we plan to take actions and get feedback on actions taken. In addition, we have gaps in the area of Section 504. With further research we learned the data collected around Section 504 in the system was overwritten every year. With this discovery, this has been corrected moving forward. We have tried to collect data around students receiving intervention services, we purchased educlimber to collect this data and learned during implementation that it was unable to produce the data reports that we were trying to track. So moving forward we will be tracking the support center interventions in the Illuminate MIS program and we are working on the protocols for this to be effective.

San Juan Unified School District

Data Summary in Specific Categories

2016

Enrollment	Numbers	%	Sp, Ed Enroll	%	Socio Dis	%	Foster Youth	%	Homeless	%	Section 504	%	Susp Count	Susp Rate	Chronic Absences	%
African Amer	2940	7.40%	687	11.94%	2421	10.60%	48	19.90%	363	20.20%	No Data		1412	18.0%	972	29.80%
Amer. Ind	333	0.84%	11	0.19%	189	0.70%	5	2.10%	23	1.30%	No Data		96	12.6%	89	25.40%
Asian	2376	5.98%	134	2.33%	1084	8.00%	1	0.40%	39	2.20%	No Data		123	3.1%	196	7.50%
Filipinos	429	1.08%	0	0.00%	176	0.70%	0	0.00%	12	0.70%	No Data		9	1.8%	28	6.40%
Hispanic	9193	23.14%	1443	25.08%	6643	30.90%	60	24.90%	604	33.60%	No Data		1300	7.1%	1704	17.70%
Pac. Isl	320	0.81%	0	0.00%	197	0.50%	3	1.20%	25	1.40%	No Data		47	7.3%	60	17.80%
White	22375	56.32%	3227	56.09%	8448	41.90%	7	48.50%	619	34.50%	No Data		2504	5.7%	3154	13.50%
2 or more	1713	4.31%	251	4.36%	932	5.90%	117	2.90%	107	6.00%	No Data		341	8.9%	364	19.30%
Not Report	47	0.12%	0	0.00%	15				3	0.200%	No Data		1	3.0%	2	6.10%
Total	39726		5753		20105		241		1795				5833		6569	

2017

Enrollment	Numbers	%	Sp.Ed Enroll	%	Socio Dis	%	Foster Youth	%	Homeless	%	Section 504	%	Susp Count	Susp Rate	Chronic Absences	%
African Amer	2819	7.10%	689	11.54%	2343	10.60%	58	23.80%	446	23.80%	No Data		572	17.10%	930	29.70%
Amer. Ind	285	0.72%	13	0.22%	163	0.70%	3	1.20%	18	1.20%	No Data		36	11.00%	96	30.70%
Asian	2637	6.64%	173	2.90%	1448	8.00%	3	1.20%	36	1.20%	No Data		100	3.40%	208	7.30%
Filipinos	422	1.06%	0	0.00%	185	0.70%	1	0.40%	9	0.40%	No Data		15	3.40%	31	7.20%
Hispanic	9152	23.05%	1566	26.22%	6709	30.90%	54	22.10%	613	22.10%	No Data		810	8.20%	1669	17.30%
Pac. Isl	295	0.74%	0	0.00%	198	0.90%	0	0.00%	22	0.00%	No Data		35	10.50%	70	21.70%
White	22238	56.01%	3243	54.29%	9470	41.90%	119	48.80%	617	0.00%	No Data		1354	5.80%	2947	12.80%
2 or more	1831	4.61%	289	4.84%	1131	5.80%	6	2.50%	145	2.50%	No Data		163	7.60%	386	18.60%
Not Report	26	0.07%	0	0.00%	9	0.50%	0	0.00%	1	48.80%	No Data		1	3.70%	3	11.50%
Total	39705		5973		21656				1907				3086			

2018

Enrollment	Numbers	%	Sp.Ed Enroll	%	Socio Dis	%	Foster Youth	%	Homeless	%	Section 504	%	Susp Count	Susp. Rate	Chronic Abs	%
African Amer	2702	10.60%	711	12.01%	2241	10.60%	50	21.46%	415	21.00%	61	5.80%	1086	15.60%	903	29.60%
Amer. Ind	247	0.70%	0		150	1.00%	5	2.15%	26	1.30%	0	0.00%	55	10.20%	72	26.20%
Asian	2770	8.00%	190	3.21%	1688	2.50%	1	0.43%	32	1.60%	0	0.00%	95	3.00%	270	8.90%
Filipinos	394	0.70%	0		158	1.20%	1	0.43%	3	0.20%	0	0.00%	25	2.80%	39	9.40%
Hispanic	9575	30.90%	1524	25.74%	6547	27.70%	59	25.32%	674	34.10%	210	19.98%	1130	6.10%	1682	16.70%
Pac. Isl	280	0.50%	0		104	3.90%	3	1.29%	15	0.40%	0	0.00%	43	8.10%	64	22.00%
White	21123	46.10%	3212	54.25%	185	46.10%	107	45.92%	644	32.60%	780	74.22%	1894	5.00%	2731	12.50%
2 or more	2391	5.90%	284	4.80%	1239	5.70%	5	2.15%	161	8.10%		0.00%	351	6.80%	419	16.70%
Not Report	294	0.50%	0		8865	3.90%	2	0.86%	7	0.40%		0.00%	4	2.40%	6	7.20%
Total	39776		5921		21177		233		1977		1051					

[Target Population]

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory
Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

Initiative and Funding Source	**Relationship to LCAP and other Initiative Goals/Priorities**	**Target Group**	**Leaders and Responsible Staff**	**Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other**	**Budget**
Restorative practices, CEIS, LCFF	LCAP Goal 2	Students who have a history of out-of-school or in-school suspensions	Director of Equity, Principals, and Lead Trainers	Behavior SEL	$38,535.03
PBIS, CEIS, LCFF, Title	LCAP Goal 2	All students SWD	Director of Students Support, Principals	Behavior SEL	$102,436.00
Social-Emotional Learning, LCFF, Base	LCAP Goal 2	All students SWD Foster Youth	Director of Equity and Director of Student Support	SEL	$20,917.00
MTSS, CEIS, LCFF, Base	LCAP embedded	All students SWD Foster Youth	Director of MTSS and the Assistant Superintendent of Educational Services	Curriculum & Instruction SEL Behavior Climate Family Engagement	$1,017,770.00
Equal Opportunity Schools, LCFF, Social	LCAP	Historically underrepre	Assistant Superintendent of	Curriculum & Instruction, Family and	$195,500.00

Justice Initiative, and Equity Task Force		sented students in AP and Honors classes, SWD, Foster Youth, and African Americans	Secondary Principals, Counselors	Community Engagement	

2.2 Complete a Programmatic Self-Assessment

Identify one or more of the approved Self-Assessment Tools used and describe the process of completion:

The annotated Checklist for Addressing Racial Ethnic Disproportionality (Wisconsin) provides three checklists that address: 1) district and school resource issues, 2) system policy, procedures, and practice issues at district, school and classroom levels,3) environmental factors to identify possible root causes of disproportionality. This checklist helps stakeholders analyze racial and ethnic disparities in Special Education, restrictiveness of setting, and discipline. It is also useful in identifying inappropriate policies and practices that may be contributing to the disparities.

During the programmatic self-assessment process, members of the Technical Assistant Facilitator Team conducted two separate 90 minute focus groups on 6/12/2020. On June 12, 2020, Mike Giambona, Licensed School Psychologist and Suwinder Cooper, both Technical Assistant Facilitator team members, met with 13 of district school psychologists via Zoom. The SELPA director, provided an introduction and overview of the data with regard to the significant disproportionality of African American - discipline. The facilitators provided the context and the use of the identified self-assessment tool to formulate potential hypotheses around the contributing factors. The conversation was focused using specific questions from the Annotated Checklist that relate to the role of the psychologists from the three checklists which include: district and school resources; system policy, procedures & practice issues at the district, school and classroom levels and environmental factors.

On June 12, 2020, Technical Assistant Facilitators, Gary McHenry and Suwinder Cooper conducted a second 90 minute focus group with 28 elementary and secondary principals via Zoom. The SELPA director, provided an introduction and overview of the data with regard to the significant disproportionality of African American - discipline. The facilitators provided the context and the use of the identified self-assessment tool to formulate hypotheses around the contributing factors. Probing questions from the Annotated Checklist, relating to the role of the administrators were used to focus the conversation around district school and classroom levels, discipline, system policies, procedures and practises.

Anecdotal data was captured through written notes and compiled into summaries for both groups. Review of the anecdotal data from both groups revealed common themes around contributing factors. The results from the focus groups were shared with the leadership team via Zoom for discussion upon completion on June 23, 2020. The key themes that emerged include: implicit bias and teacher mindset; lack of consistent use of MTSS and interventions and lack of consistent procedures and practices in preferrals.

These comments are reflected in the identified focus areas of the plan and are aligned with activities to address the root causes of disproportionality.

Some of the comments captured from the focus groups include the following:

Implicit Bias and Teacher Mindset

- Not a strong message from the top down
- Principals meet with students. We have systems in place but cobbling things together. No accountability on part of the district
- Explicit work around creating safe classrooms and student engagement
- Establishing safe climate for all students
- Are you listening to the students?
- Not about listening to the students at all
- Teachers bring their implicit bias into the classroom
- We do not engage in self-reflection and listen to our students
- What are our cultural norms? My eyes are still opening up. I am a White male from a middle class background. I started teaching, applying my cultural norms in my classroom, expecting them to act the way I grew up. Holding them to our expectations. I am learning? What is right and wrong is different for different people.
- Teachers need to do more relationship building
- Culture of the school- not really a welcoming environment at schools
- Teachers are angry. Pissed off. Angry adults. “I don’t want that kid in my sight”
- Adults have to be willing to admit that they own part of the problem
- We need to help teachers mend their relationship with the students
- K-5 equity issue is even bigger for ELL’s and for students of color
- Mindset: “those are not really our kids”, “I can’t teach” “The other kids can’t learn”.
- Culture of the district – “there is always another place for these students”
- Equity issues in SJUSD revolve around race, poverty and culture specifically indicating implicit bias creating barriers.
- Teacher mindset: there is still another place to move these kids to”push these kids out” and many English Language Learners, refugees, students of color demographics have changed but teacher attitudes and practices have not changed.
- West side feels different than the east side

- Equity issues in the district around race, poverty, culture
- Teachers can opt out of trainings and many do
- Teachers need cultural trainings, classroom management trainings
- Handful of students (students of color), we want the kids out, gunning for ED
- The demographics in our community has changed but the staff in the district has not changed. The staff have not been able to make the shift
- Systemic racism. Staff is not diverse. Not a lot of representation in our staff. People of color are pushed out, do not feel welcomed. It's an issue. You can't detangle the issues.
- A lot of ELL's & refugees, students of color, the demographics have changed but teacher attitudes and practices have not changed

- Teacher mindset – there is still another place to move these kids to" "Push these kids out

Lack of consistent use of MTSS and Interventions

- SJUSD is not consistent with interventions and independence given to sites creates wiggle room which leads to inconsistency across the district.
- There are both academic and behavioral interventions but they are not consistently implemented
- Interventions not done with fidelity
- PBIS – site specific. Not consistently implemented across all sites
- A lot of schools have PBIS but classrooms are not at all PBIS classrooms. Teachers get four trainings from Placer County but no follow up coaching for implementation in the classroom
- Inconsistencies in structure and procedures in intervention instruction and access to intervention curriculum.
- There is a need for consistency in procedures and practices. We have site based decision making and need more direction from the district on critical issues.

Lack of Consistent Procedures and Practices in Preferrals

- The leadership team makes decisions about professional development, at my site, they are part of the problem. If they are not willing to do the work, then I have to ask "What could I have done differently?" We are the adults on campus.

- As administrators we have received training on culture, de-escalation techniques, etc. personnel may not have had the training. There is actually a notebook for administrators on "Response to Behavior"

- We need to be more consistent in procedures and practices across schools in the district. We have site-based decision-making. Some of us believe that more direction from the district would help on some of these critical issues.

- We (principals) are in the middle with our classified staff. We are reactive, retroactively after the fact, once the incident has escalated.

- When there is an incident in a teachers class and there is a confrontation many teachers will insist on suspensions.
- Many discipline problems are caused by the reaction of adults
- Many Adults of campus see themselves in power. The students see them that way as well. If the Adult feels that the student is not respecting their power and authority they may go after the student or demand that something happens
- Many incidents start out small and because of the behavior of the adult escalate.
- What are we suspending for? Defiance – not the initial
- When the adult (teacher) comes to the interaction, things get amped up, way over responsive "Then what?" Escalating the situation- now there is a power struggle. Now the adult who does not know the student, has called in another teacher to side with them and they are now escalating with the student. Then we step in. We are reacting.
- Student behavior, immaturity, use conflict resolutions, restorative practices
- Pre-referrals – inconsistent across sites, some have great procedures in place, some don't, no interventions going on
- Combination of teachers not having learned alternatives to suspension and struggling to work with trauma. They get scared, triggered, push for ED, "Get the kid out of here"
- Strong teacher's union – Ed Code 48910 - Teachers can suspend students, so they do

During leadership training the principals were required to participate in action research using the continuous improvement cycle and the district equity lens. The district equity lens is: Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an Equity Lens to eliminate barriers for our unique populations. The principals selected a site specific problem of practice and spent a year collecting data and implementing an action plan to find solutions to the problem of practice. In review of the action plans 40% of the participants focused on exclusionary practices both in the classroom and as a whole site. Many of the action plans focused on exclusionary practices specifically called out the African American sub group. Actions focused on determining alternatives to home suspension calling out professional development on bias and culturally relevant pedagogy. In reviewing next steps, leaders believe there needs to be increased support and training in supporting staff in implementing culturally relevant strategies including but not limited to restorative practices, increasing student voice, creating inclusive, safe cultures for African American students. Individual schools participated with a facilitator using the Carnegie Principles of Improvement Plan to identify and design change for students at their school sites. Each site created a prototype based on data from the CA dashboard and developed a prototype overview, guiding questions, planning for implementation, prototype testing and indicators for success. School teams met weekly to review data and update plans.

While SJUSD was not identified for CCEIS in 2018, a review of the 2017 plan identified PBIS training, MTSS implementation and Restorative Practices as strategies. The current plan continues to utilize these strategies because we were moved out of CCEIS from 2017 to 2018. Further review shows us that we need to target our African American population specifically, therefore activities will be specific to our identified target population and specific schools who had 10% or more African American students and 80% socio-economically disadvantaged population and schools with high chronic absenteeism and suspension rates. In comparison to the 2017 plan, this plan will incorporate a specific progress monitoring plan, data analysis and stakeholder engagement.

2.3 Complete Reflective Data Analysis

In the quantitative data below, suspension rates, chronic absenteeism and identification of special education services will validate the anecdotal data that was collected in the focus groups. As we drill down to the root cause, it is becoming evident that there are three areas that will drive the work and have the greatest leverage in moving the district to more equitable practices and remove the identity of being significantly disproportionate for African American students.

SJUSD Data summary for select groups: There are charts in the document between section 1.5 and 2.1 that show programs disaggregated by ethnicity. To help support understanding of disproportionality, a summary is provided below:In 2016, African Americans comprised 7.4% of district enrollment of 39,726 students that were not enrolled in independent charter schools. African American students

- were 11.94% in special education
- 10.6% of socioeconomically disadvantaged students
- 19.9% of foster youth
- 20.2% of homeless students
- had a suspension rate of 18% and
- a chronic absenteeism rate of 29.8%

Hispanic Students comprised 23.1% of the district population and

- were 25.08% of students in special education
- 30.95 of socioeconomically disadvantaged students
- 24.9% of foster youth
- 33.6% of homeless students and had a
- suspension rate of 7.1% and
- a chronic absenteeism rate of 17.70%

White Students comprised 56.32% of the population in 2016 and

- were 56.09 % of students in special education
- 41.9% of socioeconomically disadvantaged students

- .48% of foster youth
- 34.5% of homeless students and had
- a suspension rate of 5.7% and
- a chronic absenteeism rate of 13.5%

In 2017 African American students comprised 7.1% of the district population of 39,805 students. African Americans

- were 11.54% in special education
- 10.60% socioeconomically disadvantaged
- 23.80% of foster youth
- 23.38% of homeless students and had
- suspension rate of 18%
- and a chronic absenteeism rate of 29.7%

Hispanics comprised 22.99% of the district population of and

- were 26.22% of students in special education
- 30.98% of socioeconomically disdantaged students
- 22.10% of foster youth
- 32.41% of homeless students
- had a suspension rate of 8.20% and
- a chronic absenteeism rate of 17.30%

White students composed 55.87% of the district population and

- were 54.29% of students in special education
- 43.73% of socioeconomically disadvantaged students
- 48.80% of foster youth
- 32.35% of homeless students and had
- a suspension rate of 5.8% and
- a chronic absenteeism rate of 12.80%

In 2018 African Americans comprised 6.79% of the district population of 39779 students and

- were 12.01% of students in special education
- 10.6% of socioeconomically disadvantaged students
- 21.46% of foster youth
- 21,00% of homeless students and had
- a suspension rae of 15.6% and
- a chronic absenteeism rate of 29.6%

Hispanics were 24.07% of the district population and

- were 25.74% of students in special education
- 27.70% of socioeconomically disadvantaged students
- 25.32% of foster youth
- 34.10% of homeless students and had
- a suspension rate of 6.10% and

- a chronic absenteeism rate of 16.70%

White students comprised 53.10% of students and

- were 54.25% of students in special education
- 43.73% of socioeconomically disadvantaged students
- 45.92% of foster youth
- 32.60% of homeless students
- 74.22% of students with a section 504 plan and had
- a suspension rate of 5.00% and
- a chronic absenteeism rate of 12.50%

African American students are suspended over two times their percentage in the population. African American students comprise approximately 20% of students who are foster youth or homeless and have a chronic absenteeism rate of over 29%. African American students are missing over 50 days of school each year. 74% of White students had a section 504 plan in 2018 compared to 5.8%of African Americans and 19.98% of Latino students.

Attendance data is collected by school site and ethnicity, disability, ELL, foster youth and students in special education. The district's overall attendance rate for 2018 is 95%. Attendance rates for African American students is 93%, foster youth students is 94% and students in special education is 94%. Student's with chronic absenteeism, which is calculated at more than 10% of days enrolled for all students, is 13.8%. The data for African American students is 26%, foster youth students is 19.5% and students in special education is 20.5%, while white students comprise 11.4% of chronically absent students. Data analysis revealed that African American students have a chronic absenteeism rate of 22% compared to white students comprising 12.5%. Further analysis of site specific data indicates that our special education center's have lower average attendance and higher chronic absenteeism for all students. Site specific attendance plans are developed to address individual student needs.

It is not surprising with the suspension rate and the chronic absenteeism rate of African American students that achievement is also disproportionately below. ELA and Math underperforming in CAASP with only 24% having met or exceed in ELA with district average of 45.1% and 14% in Math with a district average of 36.9%.

2.4 Determine Root Cause(s) Based on Data

Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause	Description of Root Cause with Supporting Data
Implicit bias and lack of cultural awareness results in a disproportionate suspension of African American students	Through leadership team analysis of focus group reports, the data indicate that the high rate of suspension for African American students is due to a lack of consistent system-wide discipline practices. In review of the leadership action plans from the professional development "Leading for Equity" it is evident that next steps will need to focus on implementing culturally responsive practices. These disparities in discipline practices by race, gender and perceived ability is evidenced by office referrals of African American students. While they continue to represent 7% of the student population African American students are suspended at a rate of 18% which is over two times their percentage in the population. This trend has continued over the last 5 years. Feedback from district surveys and district-wide listening sessions in June report that there is a bias towards African American students. The evidence collected in both suggests there is a negative perception of African American students and socioeconomic background contributing to bias. It also indicates that there is a need for clear systemic inclusive approaches to classroom discipline procedures, interventions and expectations. In conclusion, there is a belief that equitable practices are in action and in place, however, the evidence indicates that there is a high level of cultural bias when looking at African American students that are being suspended at a rate two times higher than other subgroups of students. Qualitative data from the CCEIS focus groups suggests: ● Staff need to build stronger relationships with the students they serve. ● One of the key barriers to these relationships is the implicit bias that staff have towards students of color and are unaware of how these biases and impact students. ● Training is voluntary in the district and therefore only staff who are aware of their implicit bias participate in these training sessions. ● One outcome of staff implicit bias is when in conflict with a student they send to students out of class. Connection between Qualitative and Quantitative Data ● Without any culturally responsive strategies being used our students of color often feel the treatment towards them is unfair thus staff and students escalate the situation often resulting in suspensions for defiance. The suspension rate of African American students is tied to implicit bias as seen in this data: African Americans have a suspension rate of 15.6% compared to 6.10% for Latino Students and 5% for White students. ● In addition when trying to use in house suspension as an alternative to suspension this data still shows a disproportionate number of African American students. Inschool suspension rate for all students in SJUSD was 5.3% and for AA students it was 14.7%, Hispanic was 5.6% and white was 4.3%. ● Focus group data implies that the African American students are perceived as not belonging to the class as seen in this quote from the

	focus group, “those are not really our kids”. Students who have experienced this mindset may disengage and have a higher rate of absenteeism and may explain this data point: African American have a chronic absenteeism rate of 29.6% compared to 16.7% for Latino students and 12.5% for White students.
Lack of consistency in practice across the district Multi- Tiered System of Support	The focus group consisting of secondary school vice principals and school psychologists indicate the lack of consistency across sites regarding response to intervention practices. The team also identified the need for procedures and practices creating consistency regarding student discipline. The following is a summary from the focus group: ● Need to increase clarity around specific prevention and intervention systems ● Sites need to build a comprehensive system for both behavioral and academic intervention. ● Inconsistent implementation across the district for universal support programs and strategies, including implementation of the PBIS framework ● Inconsistent use of behavioral and academic assessment to support early intervention planning for students While we have not yet had specific feedback loops in other stakeholder groups regarding MTSS, our actions moving forward will include other stakeholder groups, leadership and parent groups.
Lack of Implementation of Consistent Discipline Procedures and Practices including preferral strategies not being implemented to interrupt student suspension	Lack of Implementation of Consistent Discipline Procedures and Practices Data suggests a disproportionate number of African American students have higher rates of exclusionary discipline in comparison to other student ethnic groups. An evaluation of policies, practices, and procedures by our focus groups suggests that district policies be reexamined. A review of the focus group qualitative data suggests: ● When conflict between students and staff occurs there is often an escalation of that conflict resulting in students being sent to the office. ● A need for consistent use of de-escalation techniques in combination with restorative practices to solve these conflicts pre-referral. ● Escalated situations are then used to remove students from a class for defiance/disruption. ● The teacher mindset is that the situation has met the criteria and it is their right to suspend the students under Ed code 48910. ● This mindset can be tied to the lack of consistent implementation of PBIS and Restorative practice strategies. ● This results in the disproportionate rate of African American students being suspended. A separate review of suspension data was completed with Principals and

	Vice Principals during a meeting with the Director of Student Services and it was discovered that specific policies were not being adhered to related to student discipline practices. ● Suspensions were administered for a "first offense" with no prior documentation of "other means of correction" nor evidence of student danger to the campus. ● In other instances, students were suspended for incidents not allowable under state or district policy (e.g. failure to attend Saturday School). ● These suspensions were in violation of state and district policies. Stakeholder feedback was collected utilizing district LCAP data walks by all schools, including community members, students, parents, and cabinet members. While we have not yet had specific feedback loops in other groups regarding suspension, our actions moving forward will include other stakeholder groups, leadership and parent groups.

Phase 3

3.1 Develop a Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

3.1a Area of Focus

Root Cause	Areas of Focus	Connection between Root Cause and Areas of Focus
Implicit bias and lack of cultural awareness results in a disproportionate suspension of African American students	Increase the site level capacity to support African American students success through staff training around and compassionate dialogue, forming equity teams to establish protocols and procedures around equitable practices, and increase student and family voice through listening sessions.	There is a staff cultural dissonance and staff mindset regarding staff lowering expectations of African American students and improving the outcomes for the students of this specific population for success. Through the implementation of a multi-faceted approach to the root cause it is believed that this will assist in changing mindset and

		changing practices across sites while also building site capacity to sustain newly formed practices and procedures.
Lack of consistency in practice across the district Multi- Tiered System of Support	Identify and implement strategies to ensure there is fidelity in the implementation of comprehensive MTSS support across the district.	Lack of consistent systems of prevention and intervention has led to increased exclusionary practices. Support Center staff will provide direct support to students and assist sites in building their prevention and intervention systems utilizing the district MTSS framework and the PBIS framework
Lack of Implementation of Consistent Discipline Procedures and Practices including preferral strategies not being implemented to interrupt student suspension	Identify and implement appropriate prevention and intervention systems at school sites using restorative practices and PBIS framework	Lack of implementation of consistent practices to address student behavior utilizing alternatives to suspension strategies

3.1b Complete Review of Policies, Practices and Procedures

PPP Matrix

The policies, practices, and procedures were reviewed and updated for the 2020-2021 plan.

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. *(See Section 3.2b.)*

Measurable Outcome #1:

By September 2021, the district will build a culturally responsive framework that leads to a reduction of 5% in suspensions.

Indicator/Element(s):

Discipline/ Suspensions

Root Cause(s):

Implicit bias and lack of cultural awareness results in a disproportionate suspension of African American students.

Lack of Implementation of Consistent Discipline Procedures and Practices including preferral strategies not being implemented to interrupt student suspension

Target Population:

Target Eight of our K-8 and middle schools were chosen as our **Target Schools** because they have over 10% AA students. These sites are Cameron Ranch, Encina, Greer, Howe Ave, Pasadena, Sierra Oaks, Starr King, and Thomas Edison. Our target population at these sites is students with one or more suspension. 128 students have been identified and we will track their attendance, suspension and referrals to special education.

Activity:

1. The **Target Schools** have been involved at varying levels in the improvement cycle in the area of school culture and decreasing exclusionary practices as seen in the review of the Single Plan for Student Achievement. In order to align the site SPSA and the CCEIS plan, initial collaborative meetings with site leadership teams and co-facilitated staff meetings will be held with members of the CCEIS leadership team. The goal of these meetings will be to increase the staff's active engagement in the improvement process as related to serving the African American youth. This will be the first priority and will be completed before the SPSA are due in December so that there can be align

2. Design and implement nine hours of professional development for administration and certificated staff in strategies to build an inclusive school culture and increasing diverse representation across the site, building collective capacity to have courageous conversations and interrupting both implicit and explicit inequities, and build Anti- Racist/ Anti Bias Instruction within the curriculum. Participants will explore their personal and institutional biases and identify more culturally relevant approaches for serving the identified students by June 2020. The professional development will include actions of the staff to create improvement cycles for their grade level/department focused on the African American students population and the identified students. This is linked to a careful examination of discipline actions taken and strategies to address patterns of concern. Professional Development for classified staff with a focus on cultural responsiveness and skill building will be held with culturally responsive strategies to be used outside the classroom. Other professional development will be offered to all staff to support staff in moving along their equity journey that is differentiated and based on the cultural awareness of the staff member

3. Support the above mentioned school sites to create equity teams (Classified, Certificated, Parents, Administration, District admin support) who will assist in systematizing site level conversations around equitable practices as well as anti-racist/antibias actions. Each site will use equity walks/ audits that will be recommended by the district to determine areas of growth for their site. From this data, each site will determine site specific actionable goals to implement and progress monitor through the year. Each site will be supported with district equity liaisons to support site level conversations, determining goals, and implementing actions at least three times during the 20/21 school year. Other coaching and mentoring will be made available upon request. The Equity site team will support the implementation of actions that may include improving inclusive classroom culture, improving inclusive playground culture, integrating multiple

perspectives in the curriculum and will monitor levels of implementation of actions and will share with staff, parents and families at least 2 times through the year.

4. Target schools will expand and prioritize family and student voice in making decisions about the best ways to support students both academically and behaviorally. Sites will invite all community stakeholders of the identified students (teachers, support staff, students, families) in listening sessions at least 2 times a year to report progress in activities of the #CCEIS plan and provide a forum for continuing conversations about institutional and structural racism. This data will be shared with the site and CCEIS leadership teams, site equity team, whole staff and at District Stakeholder meetings to determine if adjustments need to be made to current actions.

5. Staff Responsible:

Director of Equity, Director of Student Services, Director of MTSS, Director of Special Education

Timeline:

By January 1, 2021

Data Sources/Methods for Evaluating Progress:

1.Minutes of collaborative meetings at Target Schools, Results of Survey of Target School Staff
2.Examples of Target Site improvement cycles, Zoom attendance reports of the 9 hours of PD, Report of findings from staff self reflection survey along their equity journey
3. Samples of the Target Site Equity Walks outcomes and a summary of Target Site findings, Implementation plan of Target Sites, and Minutes of Role groups (staff, parents, and families)feedback meetings
4.Listening sessions data will be collected through jamboards. Themes and patterns will be created through a review by the leadership team, equity team and staff
5.Baseline suspension data will be collected by ethnicity and by offense to monitor evaluation of progress by selected sites and students.
6.District will measure change with regards to this root cause through improvement in student outcome data (chronic absence, discipline referrals, and suspensions). This data will be gathered and reported on a quarterly basis.

Measurable Outcome #2:
By September 2021, identified sites will utilize the San Juan MTSS framework to build a tiered student support and intervention resulting in a 5% reduction in suspension.

Provide Indicator/Element(s):

Illuminate On Track Reporting System (grades, academic performance, attendance and behavior)

Suspension and attendance data

Root Cause(s):

Lack of consistency in practice across the district Multi- Tiered System of Support

Lack of Implementation of Consistent Discipline Procedures and Practices including preferral strategies not being implemented to interrupt student suspension

Target Population:

Eight of our K-8 and middle schools were chosen as our **Target schools** because they have over 10% AA students. These sites are Cameron Ranch, Encina, Greer, Howe Ave, Pasadena, Sierra Oaks, Starr King, and Thomas Edison. Our **targeted student population** at these sites is students with one or more suspension. 128 students have been identified and we will track their attendance, suspension and referrals to special education.

Activity:

1. Each targeted site is supported with Student Support Center staff 3 half days per week. The Support center staff consists of counselors, social workers and/or academic intervention specialists that provide direct intervention to students as well as support for teachers at the site. Targeted students will be placed on support center staff caseloads and staff will check-in with students weekly and document their progress in our Student Information System (Q).

2. Support center staff will develop learning plans with each of the target group students to identify areas of support or intervention that will be provided as well as what progress monitoring tool will be used to be collected to measure effectiveness. Based on each of the students individual needs, examples of what may be offered to the students include tutoring, anger management, and social skills lessons. Student progress will be monitored and reported quarterly. Monthly collaborative meetings will be held with support center staff, classroom teachers and school staff to review the plans, monitor data and modify as needed.

3. Support center staff will attend listening sessions with parents of target group students to identify needs for support. The information gathered during these sessions will be shared with targeted site leadership teams.

4. Training will be provided to targeted sites on using SAEBRs and mySAEBRs as a universal screener as a proactive approach to providing support to students identified as at risk for social behavior problems, academic behavior problems and emotional behavior problems. The data collected from administering will then be utilized by support center staff to assist the sites in building a tiered intervention system that matches support and interventions to the identified needs of students measuring at risk on the screeners. SAEBRs might be challenging to complete due to distance learning and not meeting recommended time for teacher /student interaction. My SAEBRs is student self identifying and will be used more heavily if distance learning remains in effect.

5. Support center staff will receive additional leadership training and coaching from our Technical Assistance partners at Placer County Office of Education on how to further support their targeted sites with

the implementation of PBIS. After the training, support center staff will complete a self-reflection and action plan to outline their next steps in supporting their sites.

https://www.placercoe.org/Pages/PCOE/Educational-Services/Prevention-Supports-and-Services/Positive-Behavioral-Interventions-and-Supports.aspx

Staff Responsible:

Director of MTSS

Timeline:

By January 1, 2021

Data Sources/Methods for Evaluating Progress:

1. Monthly Q reports (Student Information System used in San Juan) showing weekly check-in documentation for each student
2. Sample individual student learning plans and progress monitoring data. Monthly collaboration meeting agendas and notes, samples of learning plans, Log of supports provided to each individual student
3. Listening session invitations and listening session notes collected via a virtual platform such as Jamboard
4. SAEBRs/mySAEBRs presentations, training agendas, SAEBRs/mySAEBRs data from Illuminate and site intervention plans outlining tiered interventions and supports
5. PCOE PBIS training agendas/ Zoom attendance logs and PBIS site team meeting agendas and notes/Zoom attendance logs. Support center staff completed self reflection and action plans.
6. District will measure change with regards to this root cause through improvement in student outcome data (chronic absence, discipline referrals, and suspensions). This data will be gathered and reported on a quarterly basis.

Note: Information described in the section above will be monitored through quarterly progress reporting

3.2 Complete Budget forms

2019 BUDGET ALLOCATION

Significant Disproportionality
Comprehensive Coordinated Early Intervening Services (CCEIS)

Individuals with Disabilities Education Act of 2004, Part B Grant

Complete the required information for the identified local educational agency (LEA).

LEA Name :San Juan Unified School District	County District Code: 3460447
LEA Contact Name:Vanessa Adolphson	LEA Contact Email: vadolphson@sanjuan.edu
SELPA Name: San Juan Unified	SELPA Contact Email: vadolphson@sanjuan.edu

Provide the Fiscal Year 2018–19 allocation awarded for Resource Codes 3310 and 3315:

2018 Resource **3310** Allocation	2018 Resource **3315** Allocation
$9,283,445	$436,198

Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:
Provide the 2019 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2019 Resource **3310** Allocation	2019 Resource **3315** Allocation
$9,283,445	$436,198

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2019–20 allocations the LEA was awarded for resource codes 3310 and 3315:

2019 CCEIS Resource 3312 **3312 = 15% of 3310**		2019 CCEIS Resource 3318 **3318 = 15% of 3315**		**Total 2019 CCEIS Budget (3312 plus 3318)**
$1,392,517	**plus**	**$65,430**	**equals**	**$1,457,947**

The above 15 percent set-aside amounts will be the 2019-20 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports.
Please use the Total 2019 CCEIS Budget indicated above to complete the 2019 Allowable Costs Budget.

2019 ALLOWABLE COSTS BUDGET
Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)
Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant

Complete the table below to reflect the **Total 2019 CCEIS Budget** as reported on the 2019 Budget Allocation. CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf.

The 2019 CCEIS period is from July 1, 2019, through September 30, 2021. The CCEIS 15 percent set-aside must be fully expended by September 30, 2021.

Local Educational Agency (LEA) Name:San Juan Unified School District		
Special Education Local Plan Area Name: San Juan Unified 3413		
2019 Budget Line Items	**Brief Description of 2019 CCEIS Activities**	**Amount for each CCEIS Activity**
1000–Certified Salaries	**Intervention Support**	**$490,571**
2000–Classified Salaries	**Intervention Support**	**$241,215**
3000–Employee Benefits	**Payroll Taxes**	**$382,366**
4000–Materials and Supplies	**Supplies to Support Intervention Efforts**	**$98,300**
5000–Services and Other Operating Costs	**Staff Training**	**$193,204**
5100 and 5800 Contract Services		
7300–Indirect Cost Rate (ICR) CDE-approved rate of 3.72 percent) Note: ICR cannot be used for Object Codes 5100 or 5800		**$52,291**
Total Amount for 2019 CCEIS Activities. The amount must equal the Total 2019 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.		**$1,457,947**

The authorized agents validate the accuracy of the information reported:

LEA Superintendent (Print Name & Signature) Kent Kern	Date Signed: Contact Phone: (916) 971-7104
LEA Special Education Director (Print Name & Signature) Vanessa Adolphson	Date Signed: Contact Phone: (916) 971-7953
SELPA Director (Print Name & Signature) Vanessa Adolphson	Date Signed: Contact Phone: (916) 971-7953
SELPA/LEA Business Fiscal Officer (Print Name & Signature) Barbara Gross	Date Signed: Contact Phone: (916) 971-7678

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.

Phase 4

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms). If these are submitted from different departments (such as business and program), two individuals may be identified.

Staff Name	Reports to Submit (Progress, Budget, or Both)	Email
Vanessa Adolphson	Progress Monitoring & Report	vadolphson@sanjuan.edu
Diana Marshall	Attendance of training- Equity	diana.marshall.@sanjuan.edu
Christine Moran & Susan Green	School Site Data for Target Population	christine.moran@sanjuan.edu sgreen@sanjuan.edu
Dominic Covello & Susan Green	School Site Data	dcovello@sanjuan.edu sgreen@sanjuan.edu

4.2 Evaluate Effectiveness

Describe the process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sending out feedback surveys, gathering and sharing data with stakeholders, and adapting the action plan based on data.

The leadership and implementation teams will be responsible for collecting, reviewing, and analyzing data on a quarterly basis to make informed decisions and adjust the plan as appropriate. The data points will continue to be drawn from suspension data in Q SIS, SEIS, CalPADS, and the CDE Dashboard. Targeted students will be addressed to gauge the success of the intervention and supports during these convenings.

4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

In order to build support and sustainability, each of the action items is aligned with the district's LCAP goals and action steps and thus tied to sustained funding. The alignment of SPSAs to the CCEIS plan will help ensure sustainability as well at site level.

The Director of Special Education will meet quarterly with the Leadership Team. The goal of these meetings are to ensure continued alignment of the CCEIS Plan with the district's LCAP Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Stakeholder meetings held quarterly to discuss data on the implementation of the sites intervention plans and activities. The activities are leading to sustainability as we are building capacity of school sites to continue the work. For example, equity teams, collaborative meetings at identified Target schools, and improvement cycles at schools.

Funding will be reviewed in regards to the CCEIS plan's measurable outcomes' success in addressing disproportionality. Target data will be collected, reviewed, and analyzed on a quarterly basis to determine that measurable outcomes have been achieved to reduce disproportionality**.** With the flux of the COVID 19 pandemic we will need to make budget adjustments based on services virtually and/or in person.

4.5 Complete and Submit CDE Feedback survey

List staff responsible for completing and submitting surveys provided by CDE at the end of the CCEIS period.

Staff Name/Title	LEA/Agency	Email
Vanessa Adolphson	Director of Special Education for San Juan Unified School District	vadolphson@sanjuan.edu
Dominic Covello	Director of Student Support Services	dcovello@sanjuan.edu
Christine Moran	Director of MTSS	christine.moran@sanjuan.edu
Diana Marshall	Director of Equity	diana.marshall@sanjuan.edu

Submit the following final documents to the CDE by email to: IntensiveMonitoring@cde.ca.gov.

Significant Disproportionality CCEIS Plan Form

2019 Budget Allocation and 2019 Allowable Costs Budget Form

2019 Target Student Population Form

Contract or memorandum of understanding for technical assistance

CCEIS Plan signature Form

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 04/13/2021

SUBJECT: Amending District Graduation Requirements for the Class of 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 adopt Resolution No. 3045 amending the district's graduation requirements for the Class of 2021, by reducing the requirements to align with the minimum State of California graduation requirements due to the impact of the COVID-19 pandemic.

RATIONALE/BACKGROUND:
Since the shutdown of schools on March 13, 2020, due to the COVID-19 pandemic, the Class of 2021 has struggled academically, socially and emotionally. Even though the district has developed both academic and social emotional supports to help the seniors, many have fallen behind and will not be able to recover by the end of the school year. Through an analysis of data and state requirements, district staff are recommending the board consider a reduction of district required courses and credits for the Class of 2021.

ATTACHMENT(S):
A: Resolution No. 3045

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional, and Student Services Committee: 03/17/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/15/2021, 04/05/2021
Board of Education: 03/23/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A

LCAP/STRATEGIC PLAN:
Goal: N/A
Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Kristan Schnepp, Senior Director, Secondary Education and Programs KS
Brett Wolfe, Director, College & Career Readiness
Susan Green, Director, Assessment, Evaluation and Planning

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

SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. 3045

Resolution to Amend District Required Graduation Requirements

WHEREAS, the SAN JUAN UNIFIED SCHOOL DISTRICT has been in distance learning since March 2020 due to the COVID–19 global pandemic. Students have experienced significant challenges in receiving the instructional support needed to succeed and recover credits that would have been possible during normal conditions. It is unlikely that seniors will return to full in-person instruction prior to the conclusion of the 2020-2021 school year, and

WHEREAS, District Board Policy 6146.1, High School Graduation Requirements, sets forth the district's requirements for graduation from high school in accordance with the minimum graduation requirements as determined by the California Department of Education and as set forth in Education Code section 51225.3, and

WHEREAS, in some areas, the district's graduation requirements exceed the minimum graduation requirements determined by the California Department of Education and as set forth in Education Code section 51225.3, and

WHEREAS, a number of seniors will not have the required credits to graduate in accordance with the existing board approved graduation criteria that exceeds the criteria established by the California Department of Education but will have earned the credits required to graduate pursuant to the minimum criteria set by the California Department of Education, and

WHEREAS, the San Juan Unified School District Superintendent and Board of Education recognize the responsibility to support students in gaining their high school diploma in these unprecedented times, and

WHEREAS, the below recommendation has been presented by Kristan Schnepp, Senior Director, Secondary Education and Programs, and

WHEREAS, this Board Resolution will provide the resources necessary to ensure an optimal opportunity for students to graduate on time, and

WHEREAS, the district administration and counselors shall work directly with affected students and parents, in order to maximize the success of seniors;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education as follows: Board Policy 6146.1 will be amended for the class of 2021, and the required credits for graduation will be decreased from 220/280 to 130 for all high schools.

BE IT FURTHER RESOLVED, that the following graduation requirements, will be amended/omitted for the class of 2021:

- 1 year (10 credits) of English Language Arts;
- 1 quarter (2.5 credits) of Health;
- 1 semester (5 credits) Social Studies elective;
- All elective credits; and
- Any site-based, board-approved, graduation requirement

IN WITNESS WHEREOF, we, the members of the Board of Education of the SAN JUAN UNIFIED SCHOOL DISTRICT of Sacramento County, California, hereunto set our hands this 13th day of April 2021.

_____
Paula Villescaz, President

_____
Kent Kern, Superintendent of Schools

_____
Michael McKibbin, Ed.D., Vice President

_____
Zima Creason, Clerk

_____
Pam Costa, Member

_____
Saul Hernandez, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 04/13/2021

SUBJECT: COVID-19 Update

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent and staff will update the board on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

RATIONALE/BACKGROUND:
Due to the ever-changing guidance and conditions, staff will be providing regular updates to the board.

ATTACHMENT(S):
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 03/23/21 (COVID-19 staff report)
Board of Education: 03/09/21 (Returning to In-Person Learning Update)
Board of Education: 02/23/21 (COVID-19 Update)
Board of Education: 02/09/21 (Learning Status Update)
Board of Education: 11/17/20 (Special Education Update)
Board of Education: 10/27/20 (Independent Study/TK-8 Homeschool Update)
Board of Education: 10/13/20 (Learning Model Continuum Update)
Board of Education: 09/22/20 (Summary of Professional Learning Opportunities; Instructional Materials Adoption; Learning Continuity and Attendance Plan)
Board of Education: 09/08/20 (Learning Continuity and Attendance Plan)
Board of Education: 08/25/20 (Start of School)
Board of Education: 08/11/20 (Preparing for Start of School Update)
Board of Education, Special Meeting: 07/16/20 (Providing a Continuum of Safe Instructional Choices to Support Student Learning)
Board of Education: 06/09/20 (COVID-19 Operations Update)
Board of Education: 04/14/20 (COVID-19 Update)

FISCAL IMPACT:
N/A

PREPARED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 04/13/2021

SUBJECT: California Montessori Project - San Juan Campuses Charter School Renewal Petition

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

DEPARTMENT: Admissions and Family Services

ACTION REQUESTED:
The superintendent is recommending that the Board of Education grant the California Montessori Project - San Juan Campuses Charter School (CMP) renewal petition for a term of five years starting July 1, 2021, through June 30, 2026. The term for this charter will expire on June 30, 2021, unless approved for renewal by the Board of Education.

RATIONALE/BACKGROUND:
CMP has operated in San Juan as an independent charter for the past 14 years. CMP serves students in grades TK-8.

Education Code section 47607, subdivision (b) states that "[r]enewals and material revisions of charters are governed by the standards and criteria described in 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed." The Board of Education may deny a renewal petition if the charter school fails to meet the standard for renewal outlined within the *Criteria for Renewal* Education Code section 47605.

The district's charter review team has thoroughly studied the charter renewal petition and CMP has provided all necessary information, additions and/or changes as requested during the review process.

An MOU agreement will continue to define the specific financial and operational relationship between CMP and the district and resolve other matters of mutual interest not otherwise contained within the terms of each charter petition. It is the intent of the MOU that CMP not be a fiscal burden to the district.

A copy of the charter petition is available for review in the Board of Education office.

ATTACHMENT(S):
A: Findings of Fact and Recommendations Regarding Charter Petition Renewal for CMP

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 02/08/2021, 04/05/2021
Board of Education Public Hearing: 02/23/2021

FISCAL IMPACT:
Current Budget: $ No direct costs
Additional Budget: $ N/A
Funding Source: N/A

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Michele Flagler, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support
Kent Kern, Superintendent of Schools

FINDINGS OF FACT AND RECOMMENDATIONS REGARDING CHARTER PETITION RENEWAL
FOR
CALIFORNIA MONTESSORI PROJECT - SAN JUAN CAMPUSES CHARTER SCHOOL

March 29, 2021

INTRODUCTION

On January 14, 2021, California Montessori Project - San Juan Campuses charter school ("CMP") submitted a charter school renewal petition to the San Juan Unified School District ("district"). This renewal petition was submitted for a five year term starting July 1, 2021 and continuing through June 30, 2026. CMP is an independent charter school authorized by the district since 2014. CMP serves students in grades TK-8.

The Board of Education held a public hearing on February 23, 2021, to hear from the petitioners and consider the level of support for the petition. The district's charter review team has thoroughly studied the charter renewal petition and CMP has provided all necessary information, additions and/or changes requested during the review process. Under new state law Assembly Bill (AB) 1505, resulting in Education Code section 47605(b), district staff recommendations, including the recommended findings, will be published 15 days prior to the public hearing at which the Board of Education will take action to either grant or deny the charter renewal petition.

APPLICABLE LAW

Education Code section 47607, subdivision (b) states that "[r]enewals and material revisions of charters are governed by the standards and criteria described in 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed." The Board of Education may deny a renewal petition if the charter school fails to meet the standard for renewal outlined within the *Criteria for Renewal* Education Code section 47605. A renewal petition shall not be denied unless the district makes written factual findings that support one or more of the following findings:

(1) The charter school presents an unsound educational program for students during the term of its charter. (Education Code section 47605(c)(1).)

(2) The charter school is demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code section 47605(c)(2).)

(3) The petition does not contain the necessary affirmations set forth in the Charter Schools Act. (Education Code section 47605(c)(4).)

(4) The petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act. (Education Code 47605(c)(5).)

(5) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code.

SUMMARY OF FINDINGS OF FACT

1. For a charter school's renewal petition to be approved, it must present a sound educational program for its students, based on the past performance of the charter school. Under new state law AB 1505, Education Code 47607, a charter authorizer must consider the charter school's performance on indicators included in the California School Dashboard when evaluating a renewal petition. This new renewal process creates three tiers of renewal:

    a. High Performing Charter Schools
    b. Middle Performing Charter Schools
    c. Low Performing Charter Schools

    A school's identification as belonging to one of the above tiers is determined by the California Department of Education ("CDE") based on Dashboard data. The CDE publishes the list of charter schools and their renewal tiers.

    > California Montessori Project - San Juan Campuses charter school falls in the Middle Performing tier. Schools in the Middle Performing tier may be renewed for a term of five years. (Education Code 47607.2(b).)

    When evaluating charter schools that are in this tier, authorizers shall consider schoolwide performance and performance of all subgroups on the Dashboard and shall provide "greater weight" to performance on measurements of academic performance in determining whether to grant a charter renewal. The authorizer shall also consider clear and convincing evidence, demonstrated by verified data, showing either the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or strong postsecondary outcomes equal to similar peers. In addition, authorizers shall consider "verified data" for renewal of charter schools. According to Education Code section 47607.2(c), "verified data" is defined as "data derived from nationally-recognized, valid, peer-reviewed and reliable sources that are externally produced," including postsecondary outcomes.

On June 29, 2020, Governor Newsom signed the 2020 Budget Act and accompanying budget-implementing legislation, including Senate Bill (SB) 98 (Chapter 24, Statutes of 2020), the Education Omnibus Trailer Bill. Included in this bill is the following: "The new renewal standards in Education Code sections 47607 and 47607.2 that depend on Dashboard indicators and state-average performance levels for the two consecutive years immediately preceding renewal have been modified for renewals that would depend on such results for 2019-2020 since there will be no results for that year. In those cases, the renewal standards are now keyed to the results in two of the three years immediately preceding renewal."

After analyzing the Dashboard data, the review team found the following results in overall performance level and significant subgroup performance level. (In the renewal petition, charter element "Measurable Student Outcomes," CMP provides a comparison to San Juan Unified School District and similar schools within San Juan Unified School District). CMP made measurable increases in academic achievement in both English Language Arts (ELA) and Math during the previous two years 2017-2018 and 2018-2019. Increases also occurred between 2017-2019 overall with significant subgroups.

Education Code section 47604.32 identifies the oversight duties of a charter authorizer, including a visit to each charter school at least annually and ensuring that each charter school under its authority complies with all reports required of charter schools by law. In carrying out the oversight duties, the charter authorizer representatives will continue to monitor academic performance through the annual report (informational report due in May of each year - Education Code section 47604.33) and the Local Control Accountability Plan (LCAP) and any other reports required by CDE (i.e. Learning Continuity Plan, etc.) in order to verify that the charter school is taking meaningful steps to improve academic performance.

During the week of February 22 through February 26, 2021, a district representative conducted virtual classroom visitations at CMP. These visitations, conducted across grade levels, verified the implementation of the educational program outlined in the renewal petition. The representative observed standards-based lessons in all classrooms, as well as cohesive practices and strategies that reflect the Montessori approach to education and support the school mission and vision.

The district's charter review team has thoroughly studied the charter renewal petition and has determined that CMP presents a sound educational program as evidenced by student academic performance and therefore meets this requirement for renewal.

2. For a charter school's renewal petition to be approved, it must provide evidence that it has the capacity to implement the program set forth in the petition. This includes (but is not limited to) a sound financial and administrative plan, a description of facilities (including location(s) and current and projected availability), etc.

The district's charter review team has thoroughly studied the charter renewal petition and has determined that CMP has provided the necessary evidence in the petition to meet this requirement for renewal.

3. For a charter school's renewal petition to be approved, it must include the necessary affirmations set forth in the Charter Schools Act. (Education Code section 47605(c)(4).)

   The district's charter review team has thoroughly studied the charter renewal petition and has determined that CMP has provided the necessary affirmations in the petition to meet this requirement for renewal.

4. For a charter school's renewal petition to be approved, it must contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act. (Education Code section 47605(c)(5).)

   The district's charter review team has thoroughly studied the charter renewal petition and has determined that CMP has included reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.

5. For a charter school's renewal petition to be approved, it must contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

   The district's charter review team has thoroughly studied the charter renewal petition and has determined that CMP has included the appropriate declaration.

CONCLUSION AND RECOMMENDATION

Accordingly, based on the above findings, the district's charter review team recommends to the superintendent that the renewal petition for California Montessori Project-San Juan Campuses charter school be granted for a term of five years, commencing on July 1, 2021 and continuing through June 30, 2026.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 04/13/2021

SUBJECT: Public Hearing: Conveyance of Easement at Del Campo High School

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending the board call a public hearing in order to solicit public comment and adopt Resolution No. 3031 declaring the conveyance of a permanent easement at Del Campo High School to the County of Sacramento.

RATIONALE/BACKGROUND:
The County of Sacramento is requesting the granting of a permanent easement at the Del Campo High School site. This easement is necessary for the purpose of public roadway, public utilities and drainage pipeline.

ATTACHMENT(S):
A: Resolution No. 3031
B: County of Sacramento Proposed Easement Agreement

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 03/09/2021
Superintendent's Cabinet: 03/01/2021, 04/05/2021

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: Nicholas Arps, Director of Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools KK

RESOLUTION NO.3031

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

RESOLUTION CONVEYING EASEMENT IN REAL PROPERTY TO COUNTY OF SACRAMENTO

WHEREAS, San Juan Unified School District ("District") owns real property located at 4925 Dewey Drive, Fair Oaks, California, in the County of Sacramento, State of California, bearing Assessor's Parcel Number (APN 236-0060-026 & 009);

WHEREAS, Sacramento County ("County") has requested that the District convey to County, Public Roadway, and Public Facilities Easement ("ROW Easements") for right of way purposes, over an area real property on APN (236-0060-026 & 009) of approximately 0.59 acres +/-, as generally described and depicted in Attachment B ("Easement Area");

WHEREAS, the purpose of the ROW Easement is for County to construct, reconstruct, repair and forever maintain an easement for a public roadway and public utilities;

WHEREAS, Sacramento County ("County") has requested that the District convey to County, Drainage Pipeline Easement ("Drainage Easements") for construction purposes, over an area real property on APN (236-0060-026 & 009) of approximately 1.16 acres +/-, as generally described and depicted in Attachment B ("Easement Area");

WHEREAS, the purpose of the Drainage Easement is for County to construct, reconstruct, maintain, repair, replace and operate a storm water drainage pipeline that currently runs thru the Del Campo High School campus;

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

WHEREAS, it is in the best interest of the District to transfer the Easements to County in that County will maintain the public utility improvements;

WHEREAS, pursuant to Education Code section 17557, et seq., the District adopted a Resolution of Intention to Convey Easements at its meeting of March 9, 2021, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on April 13, 2021;

WHEREAS, no written protest were filed in connection with the proposed conveyance of said Easements.

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

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

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

Section 3 Execution of Easement Deed. The Secretary of Board of Education of the District is hereby authorized to execute an easement deed or deeds for the conveyance of the Easements to County on behalf of the District, subject to such changes to the terms of the easement deed or deeds as may be necessary or appropriate to carry out the provisions of this authorizing Resolution.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on April 13, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

WHEN RECORDED RETURN TO:

REAL ESTATE DIVISION
COUNTY OF SACRAMENTO
10545 Armstrong Ave., Suite 202D
Mather, CA 95655
***MAIL CODE:* 55-202D**

No Fee Document - Per Government Code 6103
No Document Transfer Tax - Per R & T Code 11922

Okay to Accept By Signature/Date: _____

Print Name & Dept: _____

APN: **236-0060-026 & 009**

Project Name & Dept: **4925 Dewey Drive**

THIS SPACE FOR RECORDER'S USE ONLY

EASEMENT FOR PUBLIC ROADWAY AND PUBLIC UTILITIES

San Juan Unified School District, a political subdivision of the State of California,

do(es) hereby grant to the County of Sacramento, a political subdivision of the State of California, for the purpose of constructing, reconstructing, repairing and forever maintaining an easement for a public roadway and public utilities, together with all necessary appurtenances pertaining thereto, a perpetual easement upon, over across and under that certain real property in the County of Sacramento, State of California, bounded and described as follows, to-wit:

See Exhibit "A" and "B" attached hereto and made a part hereof;

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

Dated this _____ day of _____, 20____

San Juan Unified School District

_____
Kent Kern

_____
Superintendent

RED File _____ **LOG No.** _____

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

STATE OF _____)

COUNTY OF _____)

On _____ before me, _____, notary public,
date name of notary officer

personally appeared _____,
name(s) of signer(s)

_____,

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

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

WITNESS my hand and official seal.

_____
Signature of Notary

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

CAPACITY CLAIMED BY SIGNER

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

☐ INDIVIDUAL

☐ CORPORATE OFFICER(S)

_____
Title(s)

☐ PARTNER(S) ☐ LIMITED ☐ GENERAL
☐ ATTORNEY-IN-FACT
☐ TRUSTEE(S)
☐ GUARDIAN/CONSERVATOR
☐ OTHER: _____

_____

_____

SIGNER IS REPRESENTING:
Name of Person(s) or entity(ies)

_____

_____

_____

OPTIONAL SECTION:

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

TITLE OR TYPE OF DOCUMENT: _____

NUMBER OF PAGES _____ **DATE** _____

SIGNER(S) OTHER THAN NAMED ABOVE _____

****

CERTIFICATE OF ACCEPTANCE

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the County of Sacramento, a political subdivision of the State of California, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. 79-534 of the Board of Supervisors of said County adopted on May 8, 1979, and the Grantee consents to recordation thereof by its duly authorized officer.

_____ _____
Chief, Real Estate Division Date

LOG No. _____

EXHIBIT A
LEGAL DESCRIPTION
42 FOOT RIGHT OF WAY
PAGE 1 OF 1

BEING LOCATED IN THE STATE OF CALIFORNIA, COUNTY OF SACRAMENTO, UNINCORPORATED AREA, AND BEING ALONG THE EASTERLY SIDE OF DEL CAMPO HIGH SCHOOL, BEING DESCRIBED AS FOLLOWS:

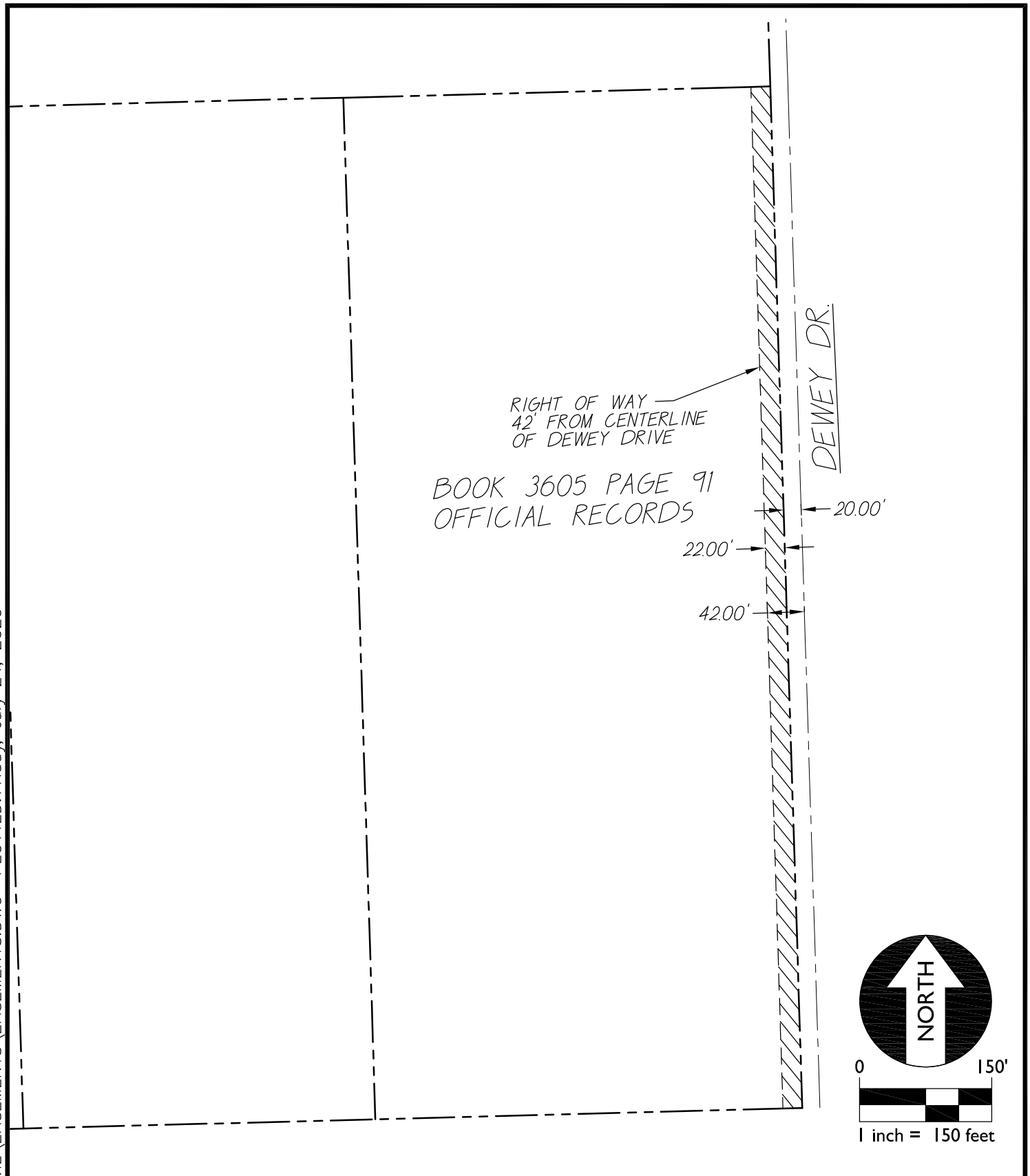
ALL THAT PORTION OF THAT CERTAIN 70.126 ACRE TRACT OF LAND DESCRIBED IN THAT CERTAIN GRANT DEED RECORDED IN BOOK 3605 AT PAGES 91-92 IN THE OFFICE OF THE RECORDER, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

THE EASTERLY TWENTY-TWO (22) FEET OF AFORESAID GRANT DEED, ALONG THE WESTERLY LINE OF DEWEY DRIVE, SUCH THAT THE EXTENT OF THE WESTERLY RIGHT OF WAY IS FORTY-TWO (42) FEET FROM THE CENTERLINE OF DEWEY DRIVE.

CONTAINING: 25,507.81 SQUARE FEET OR 0.59 ACRES +/-

END OF DESCRIPTION

PREPARED BY: WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, STE. 11O
EL DORADO HILLS, CA 95762



FILENAME: I:\19-061\CIVIL\EASEMENTS\EASEMENTS.DWG PLOTTED: Friday, July 24, 2020

WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, SUITE 110
EL DORADO HILLS, CA 95762 | (916) 985-1870

Title:	EXHIBIT "B"
Project:	42' RIGHT OF WAY DEWEY DRIVE DEL CAMPO HIGH SCHOOL
Ref:	-
Job No:	19-061
Scale:	1"=150'
Date:	12-11-19
Sheet No.	EX.B

WHEN RECORDED RETURN TO:

REAL ESTATE DIVISION
COUNTY OF SACRAMENTO
3711 Branch Center Road
Sacramento, CA 95827
Mail Code 63-002

No Fee Document-Per Government Code 27383
No Document Transfer Tax-Per R & T Code 11922
Okay to Accept
Signature/Date: _____

Print Name & Dept: _____

APN: 236-0060-026 & 009

Project Name & Dept: 4925 Dewey Drive (WR) THIS SPACE FOR RECORDER'S OFFICE ONLY

EASEMENT FOR DRAINAGE PIPELINE

San Juan Unified School District, a political subdivision of the State of California,

hereinafter referred to as GRANTOR, does hereby grant to the COUNTY OF SACRAMENTO, a political subdivision of the State of California, hereinafter referred to as the COUNTY, an easement for drainage, ingress and egress and maintenance purposes (hereinafter referred to as the "Drainage Pipeline Easement") including installing, constructing, reconstructing, improving, operating, maintaining and repairing a storm water drainage pipeline and inclusive of ingress and egress thereto for pedestrians, vehicles and equipment necessary or convenient to access, operate, maintain, restore or repair said Drainage Pipeline as the COUNTY may require, together with all necessary appurtenances appertaining thereto, a perpetual right of way over, under, upon and across all that real property situated in the County of Sacramento, State of California, described as follows:

SEE EXHIBITS "A" and "B" ATTACHED HERETO AND MADE A PART HEREOF

Notwithstanding the Drainage Pipeline Easement granted hereby, but subject to the limitations stated below, GRANTOR, without first seeking COUNTY approval, retains the right to install improvements within the above-described easement area limited to landscape irrigation systems, groundcover and shrubs that do not exceed five feet in height. Installation of all other improvements within the easement area or that may extend into the easement area, shall first require permitting by the Sacramento County Water Agency, or its successor agency. Damage to said herein authorized or permitted improvements caused by the COUNTY'S use of the easement shall be either repaired or replaced, or the costs therefore shall be paid by the COUNTY to the GRANTOR, as the COUNTY in its sole discretion shall elect. Any use of the easement area which is not compatible with, or interferes with, the rights herein granted shall not be allowed. Improvements installed in violation hereof may be removed and the cost of removal shall be at the expense of the GRANTOR or successors in interest.

[Signature page follows]

LOG No. _____

[Signature page to Easement for Drainage Pipeline]

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

Dated: _____, 20_____

San Juan Unified School District

_____

Kent Kern

_____

Superintendent

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

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

STATE OF _____)

COUNTY OF _____)

On _____ before me, _____, notary public,
date name of notary officer

personally appeared _____,
name(s) of signer(s)

_____,

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

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

WITNESS my hand and official seal.

_____
Signature of Notary

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

CAPACITY CLAIMED BY SIGNER

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

☐ INDIVIDUAL
☐ CORPORATE OFFICER(S)

_____
Title(s)
☐ PARTNER(S) ☐ LIMITED
☐ GENERAL

☐ ATTORNEY-IN-FACT
☐ TRUSTEE(S)
☐ GUARDIAN/CONSERVATOR
☐ OTHER: _____

_____

_____

SIGNER IS REPRESENTING:
Name of Person(s) or entity(ies)

_____

_____

OPTIONAL SECTION:

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

TITLE OR TYPE OF DOCUMENT: _____

NUMBER OF PAGES _____ DATE _____

SIGNER(S) OTHER THAN NAMED ABOVE _____

****

CERTIFICATE OF ACCEPTANCE

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the County of Sacramento, a political subdivision of the State of California, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. 2011-0011 of the Board of Supervisors of said County adopted on January 11, 2011, and the Grantee consents to recordation thereof by its duly authorized officer.

_____ _____
Director of General Services Date

****

EXHIBIT A
LEGAL DESCRIPTION
DRAINAGE PIPELINE EASEMENT
PAGE 1 OF 2

BEING LOCATED IN THE STATE OF CALIFORNIA, COUNTY OF SACRAMENTO, UNINCORPORATED AREA, AND BEING LOCATED ON DEL CAMPO HIGH SCHOOL PROPERTY, DESCRIBED AS FOLLOWS:

ALL THAT PORTION OF THAT CERTAIN 70.126 ACRE TRACT OF LAND DESCRIBED IN THAT CERTAIN DEED RECORDED IN BOOK 1126 OF DEEDS AT PAGE 73 IN THE OFFICE OF THE RECORDER, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

BEING A PORTION OF THOSE PARCELS OF LAND RECORDED IN BOOK 3605 OF DEEDS, PAGE 91, BOOK 3786 OF DEEDS, PAGE 207, AND PARCEL NO. 1 AND PARCEL NO. 2 OF BOOK 3983 OF DEEDS, PAGE 839.

BEGINNING AT A POINT ON THE NORTHERLY LINE OF AFORESAID 70.126 ACRE TRACT. SAID POINT BEARS SOUTH 88°29'10" WEST 227.49 FEET FROM THE NORTHEAST CORNER OF AFORESAID 70.126 ACRE PARCEL.

THENCE FROM SAID POINT OF BEGINNING THE FOLLOWING SEVENTEEN (17) COURSES:

1. LEAVING THE NORTHERN PROPERTY LINE SOUTH 01°04'43" EAST 117.13 FEET TO A CURVE TO THE RIGHT;
2. A CURVE WITH A RADIUS OF 310.00 FEET THROUGH AN ANGLE OF 36°42'18", AN ARC LENGTH OF 198.59 FEET, BISECTED BY A CHORD OF SOUTH 17°16'26" WEST 195.21 FEET;
3. SOUTH 35°37'35" WEST 149.64 FEET;
4. NORTH 88°15'37" EAST 383.68 FEET TO THE EASTERN PROPERTY LINE OF AFORESAID PARCEL, ALSO BEING THE WEST LINE OF DEWEY DRIVE;
5. ALONG THE EASTERN PROPERTY LINE SOUTH 01°47'50" EAST 20.00 FEET;
6. LEAVING THE EASTERN PROPERTY LINE SOUTH 88°15'37" WEST 399.11 FEET;
7. SOUTH 36°55'42" WEST 425.52 FEET;
8. SOUTH 36°57'17" WEST 334.11 FEET;
9. SOUTH 89°30'23" WEST 899.22 FEET TO THE WESTERLY PROPERTY LINE OF SAID PARCEL NO. 2;
10. ALONG SAID WESTERLY PROPERTY LINE NORTH 01°30'50" WEST 20.00 FEET;

EXHIBIT A
LEGAL DESCRIPTION
DRAINAGE PIPELINE EASEMENT
PAGE 2 OF 2

11. LEAVING WESTERLY PROPERTY LINE NORTH 89°30'23" EAST 889.70 FEET;
12. NORTH 36°57'17" EAST 324.23 FEET;
13. NORTH 36°55'42" EAST 430.21 FEET;
14. NORTH 35°37'35" EAST 169.74 FEET TO A CURVE TO THE LEFT;
15. A CURVE WITH A RADIUS OF 290.00 FEET THROUGH AN ANGLE OF 36°42'18", AN ARC LENGTH OF 185.78 FEET, BISECTED BY A CHORD OF NORTH 17°16'26" EAST 182.62 FEET;
16. NORTH 01°04'43" WEST 116.97 FEET TO THE NORTHERN PROPERTY LINE OF PARCEL;
17. ALONG THE NORTHERN PROPERTY LINE NORTH 88°29'10" EAST 20.00 FEET TO THE **POINT OF BEGINNING**.

CONTAINING: 50,483.65 SQUARE FEET OR 1.16 ACRES +/-

BASIS OF BEARING FOR THIS DESCRIPTION IS IDENTICAL TO THE PLAT OF JAMES TOWNE UNIT NO. 2 FILED IN BOOK 53 OF RECORD MAPS AT PAGE 31, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

END OF DESCRIPTION

PREPARED BY: WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, STE. 110
EL DORADO HILLS, CA 95762

EXHIBIT "B" ATTACHED HERETO AND A PART THEREOF.

Edsel A. Roser, PLS #5505 — Date 1-4-21

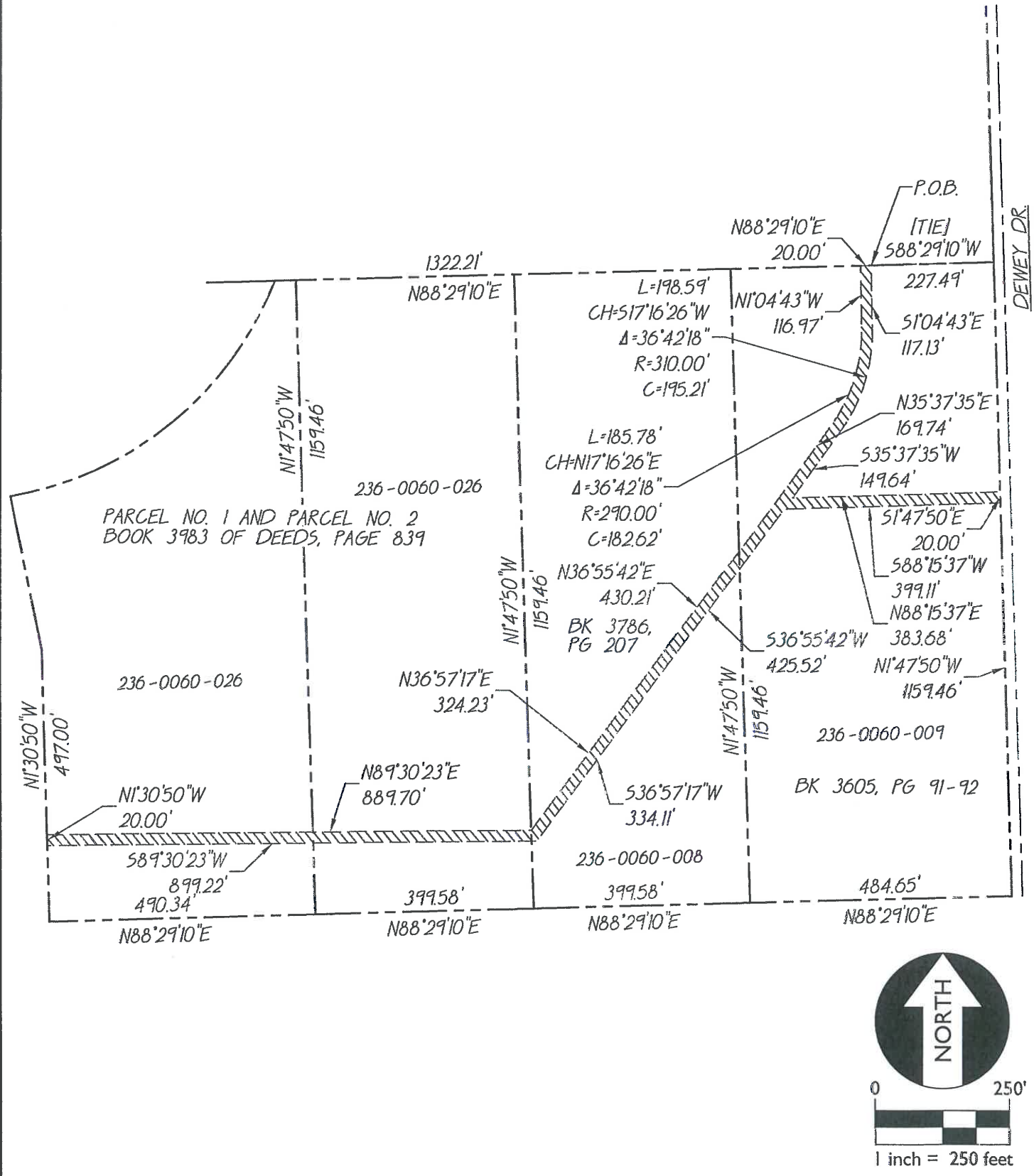
PROFESSIONAL LAND SURVEYOR
EDSEL A. ROSER
No. 5505
Exp. 09-30-22
STATE OF CALIFORNIA

Mapcheck 1: DRAINAGE ESMT

Closure Summary	
Precision, 1 part in:	535964.54'
Error distance:	0.01'
Error direction:	S1° 17' 28.40"E
Area:	1.16acres
Square area:	50483.65
Perimeter:	5083.63'
Point of Beginning	
Easting:	11037.57'
Northing:	5036.47'
Side 1: Line	
Direction:	S1° 04' 43.00"E
Angle:	[-1°04'43"]
Deflection angle:	[178°55'17"]
Distance:	117.13'
Easting:	11039.77'
Northing:	4919.37'
Side 2: Curve	
Curve direction:	Clockwise
Radius:	[309.99']
Arc length:	198.59'
Delta angle:	36°42'18"
Tangent:	[102.84']
Chord direction:	S17° 16' 26.00"W
Chord angle:	[-161°38'51"]
Deflection angle:	[18°21'09"]
Chord distance:	195.21'
Easting:	10981.80'
Northing:	4732.96'
Side 3: Line	
Direction:	S35° 37' 35.00"W
Angle:	[-180°00'00"]
Deflection angle:	[0°00'00"]
Distance:	149.64'
Easting:	10894.64'
Northing:	4611.33'
Side 4: Line	
Direction:	N88° 15' 37.00"E
Angle:	[52°38'02"]
Deflection angle:	[-127°21'58"]
Distance:	383.68'
Easting:	11278.14'
Northing:	4622.98'
Side 5: Line	
Direction:	S1° 47' 50.00"E
Angle:	[-90°03'27"]
Deflection angle:	[89°56'33"]
Distance:	20.00'
Easting:	11278.77'

Northing:	4602.99'
Side 6: Line	
Direction:	S88° 15' 37.00"W
Angle:	[-89°56'33"]
Deflection angle:	[90°03'27"]
Distance:	399.11'
Easting:	10879.84'
Northing:	4590.87'
Side 7: Line	
Direction:	S36° 55' 42.00"W
Angle:	[128°40'05"]
Deflection angle:	[-51°19'55"]
Distance:	425.52'
Easting:	10624.18'
Northing:	4250.71'
Side 8: Line	
Direction:	S36° 57' 17.00"W
Angle:	[-179°58'25"]
Deflection angle:	[0°01'35"]
Distance:	334.11'
Easting:	10423.32'
Northing:	3983.72'
Side 9: Line	
Direction:	S89° 30' 23.00"W
Angle:	[-127°26'54"]
Deflection angle:	[52°33'06"]
Distance:	899.22'
Easting:	9524.14'
Northing:	3975.98'
Side 10: Line	
Direction:	N1° 30' 50.00"W
Angle:	[-91°01'13"]
Deflection angle:	[88°58'47"]
Distance:	20.00'
Easting:	9523.61'
Northing:	3995.97'
Side 11: Line	
Direction:	N89° 30' 23.00"E
Angle:	[-88°58'47"]
Deflection angle:	[91°01'13"]
Distance:	889.70'
Easting:	10413.28'
Northing:	4003.63'
Side 12: Line	
Direction:	N36° 57' 17.00"E
Angle:	[127°26'54"]
Deflection angle:	[-52°33'06"]
Distance:	324.23'
Easting:	10608.20'
Northing:	4262.73'

Side 13: Line	
Direction:	N36° 55' 42.00"E
Angle:	[179°58'25"]
Deflection angle:	[-0°01'35"]
Distance:	430.21'
Easting:	10866.67'
Northing:	4606.63'
Side 14: Line	
Direction:	N35° 37' 35.00"E
Angle:	[178°41'53"]
Deflection angle:	[-1°18'07"]
Distance:	169.74'
Easting:	10965.55'
Northing:	4744.60'
Side 15: Curve	
Curve direction:	Counter-clockwise
Radius:	[290.00']
Arc length:	185.78'
Delta angle:	36°42'18"
Tangent:	[96.20']
Chord direction:	N17° 16' 26.00"E
Chord angle:	[161°38'51"]
Deflection angle:	[-18°21'09"]
Chord distance:	182.62'
Easting:	11019.77'
Northing:	4918.99'
Side 16: Line	
Direction:	N1° 04' 43.00"W
Angle:	[180°00'00"]
Deflection angle:	[-0°00'00"]
Distance:	116.97'
Easting:	11017.57'
Northing:	5035.94'
Side 17: Line	
Direction:	N88° 29' 10.00"E
Angle:	[-90°26'07"]
Deflection angle:	[89°33'53"]
Distance:	20.00'
Easting:	11037.57'
Northing:	5036.46'



WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, SUITE 110
EL DORADO HILLS, CA 95762 | (916) 985-1870

Title: EXHIBIT "B"		Ref: -
Project: 20' DRAINAGE PIPELINE EASEMENT DEL CAMPO HIGH SCHOOL	Job No: 19-061	Sheet No. EX.B
	Scale: 1"=250'	
	Date: 1-4-21	

FILENAME: I:\19-061\CIVIL\EASEMENTS\EASEMENTS.DWG PLOTTED: Monday, January 04, 2021

Del Campo

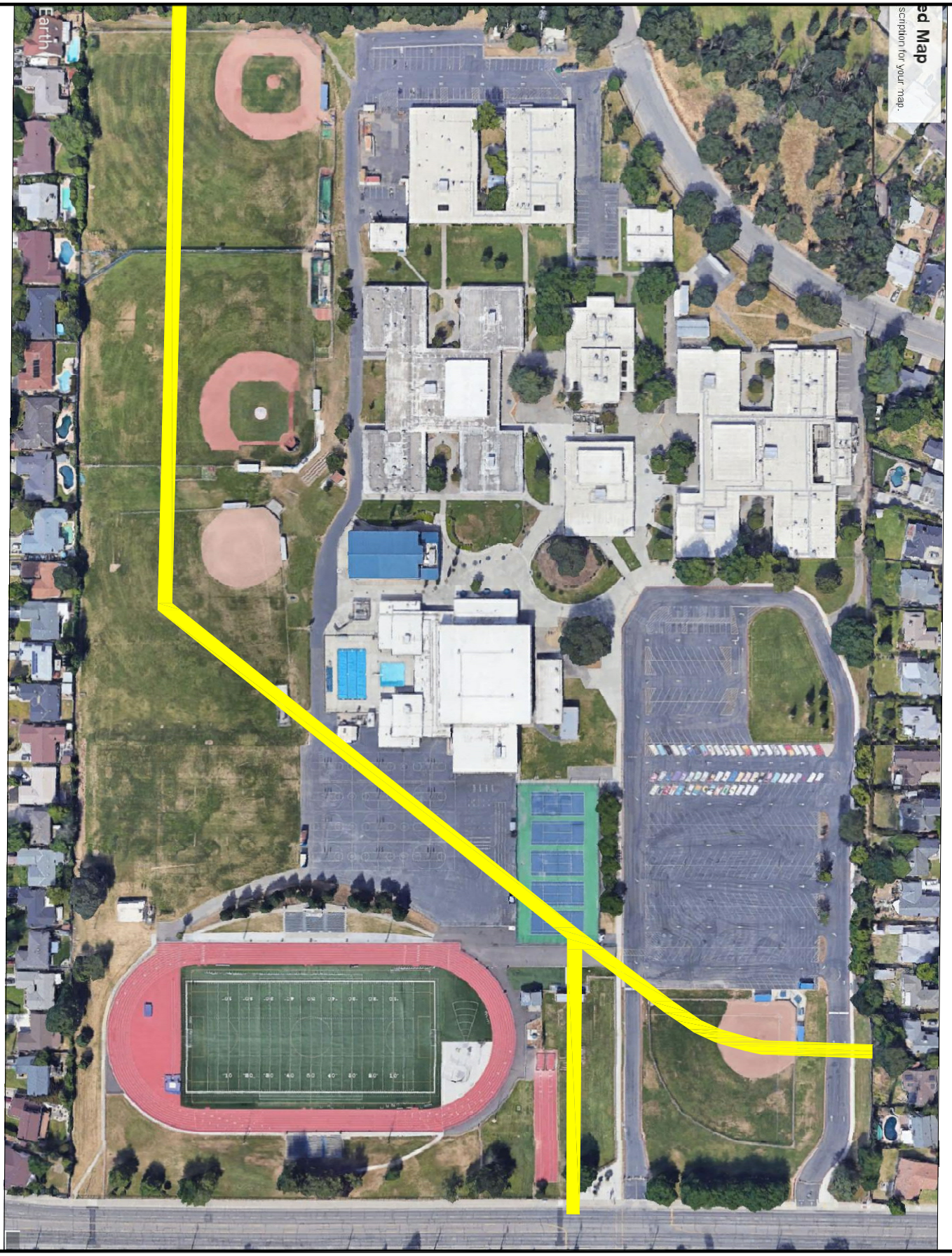
Easement for Public Roadway and Public Utilities



Drawing Updated: 03/25/21 Date Printed: 03/25/21 Drawn By: Engineering Archives

Del Campo

Easement for Drainage Pipeline



Drawing Updated: 03/25/21 Date Printed: 03/25/21 Drawn By: Engineering Archives

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 04/13/2021

SUBJECT: Public Hearing: Conveyance of Easement at Woodside K-8 School

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board call a public hearing in order to solicit public comment and adopt Resolution No. 3039 declaring the conveyance of a permanent easement at Woodside K-8 School to the City of Citrus Heights.

RATIONALE/BACKGROUND:
The City of Citrus Heights is requesting the granting of a permanent easement at the Woodside K-8 School site. The purpose of the easement is for the city to construct, reconstruct, repair and forever maintain an easement for a public multi-use trail.

ATTACHMENT(S):
A: Resolution No. 3039
B: City of Citrus Heights Proposed Easement Agreement

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 03/23/2021
Superintendent's Cabinet: 03/15/2021, 04/05/2021

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: Nicholas Arps, Director of Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools KK

RESOLUTION NO. 3039

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

RESOLUTION CONVEYING EASEMENT IN REAL PROPERTY TO CITY OF CITRUS HEIGHTS

WHEREAS, San Juan Unified School District ("District") owns real property located at 8248 Villa Oak Drive, Citrus Heights, California, in the County of Sacramento, State of California, bearing Assessor's Parcel Number (APN 224-0162-024-0000);

WHEREAS, City of Citrus Heights ("City") has requested that the District convey to the City, Multi-Use Trail Easement ("Easements") for easement purposes, over an area real property on APN (224-0162-024-0000) of approximately 22,763 sqft +/-, as generally described and depicted in Attachment A ("Easement Area");

WHEREAS, the purpose of the Easement is for the City to construct, reconstruct, repair and forever maintain an easement for a public multi-use trail;

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

WHEREAS, it is in the best interest of the District to transfer the Easements to City in that the City will maintain the public multi-use trail improvements;

WHEREAS, pursuant to Education Code section 17557, et seq., the District adopted a Resolution of Intention to Convey Easement at its meeting of March 23, 2021, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on April 13, 2021;

WHEREAS, no written protest were filed in connection with the proposed conveyance of said Easements.

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

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

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

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

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

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on April 13, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

NO FEE DOCUMENT – For the benefit of the
City of Citrus Heights per Government Code 6103

R&T Code 11922

WHEN RECORDED RETURN TO:

CITY CLERK'S OFFICE
CITY OF CITRUS HEIGHTS
6360 FOUNTAIN SQUARE DRIVE
CITRUS HEIGHTS, CA 95621

APN: 224-0162-024-0000
Location: 8248 Villa Oak Drive, Citrus Heights

THIS SPACE FOR RECORDER'S USE ONLY

CITY OF CITRUS HEIGHTS
GENERAL SERVICES DEPARTMENT

EASEMENT FOR MULTI-USE TRAIL

SAN JUAN UNIFIED SCHOOL DISTRICT, Owner(s), do(es) hereby GRANT to the CITY OF CITRUS HEIGHTS, A MUNICIPAL CORPORATION in the State of California, for the purpose of constructing, reconstructing, repairing, digging, and forever maintaining thereon, a MULTI-USE TRAIL EASEMENT over that certain real property in the City of Citrus Heights, County of Sacramento, State of California, bounded and described as follows, to-wit:

SEE EXHIBIT A (LEGAL DESCRIPTION) AND EXHIBIT B (PLAT) ATTACHED HERETO AND MADE A PART HEREOF;
PARCEL NUMBER: 224-0162-024-0000 (PORTION)

Dated this _____ day of _____, 2021.

OWNER(S):
SAN JUAN UNIFIED SCHOOL DISTRICT

_____
Print Name:
Print Title:

NOTARY PUBLIC WILL USE CURRENT ACKNOWLEDGEMENT FORM HERE TO NOTARIZE SIGNATURES ON FRONT PAGE

CERTIFICATE OF ACCEPTANCE

This is to certify that the interest in real property conveyed by the **Grant of Easement** dated _____, 2021, from SAN JUAN UNIFIED SCHOOL DISTRICT to the CITY OF CITRUS HEIGHTS, a Municipal Corporation of the State of California, is hereby accepted on behalf of the City by its City Engineer pursuant to authority conferred by **Resolution No. 2001-35**, adopted by the City on May 9, 2001, and that the City consents to recordation of the Grant of Easement by its duly authorized officer.

_____ _____

Leslie Blomquist, City Engineer Date

A notary public or other officer completing this certificate verifies only the identity of the individual(s) who signed the document, to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

COUNTY OF SACRAMENTO

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

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

WITNESS my hand and official seal.

_____

Signature of Notary Public (Notary Seal)

Description of Attached Document
EASEMENT FOR MULTI-USE TRAIL

EXHIBIT "A"
EASEMENT ACQUISITION

All that certain real property situate in the City of Citrus Heights, County of Sacramento, State of California, located in the North one half of the Southwest one quarter of Section 19, Township 10 North, Range 7 East, M.D.M., and being a portion of Parcel 1 as described in the Grant Deed to San Juan Unified School District recorded June 9, 1976 in Book 7606, at Page 84, Sacramento County Official Records, described as follows:

BEGINNING at the Southeast corner of said Parcel 1, being a point on the East line of said North one half of the Southwest one quarter of Section 19;

thence from said **POINT OF BEGINNING** along the South line of said Parcel 1 North 88°52'15" West, 36.79 feet;

thence leaving said South line North 0°06'33" East, 439.45 feet;

thence North 19°02'21" East, 32.25 feet;

thence North 0°52'38" East, 123.93 feet to the southerly right of way of Villa Oak Drive;

thence along said southerly right of way South 88°52'15" East, 32.98 feet to the East line of said Parcel 1 and said East line of the North one half of the Southwest one quarter of Section 19;

thence along said East line of Parcel 1 and said East line of the North one half of the Southwest one quarter of Section 19 South 0°54'40" West, 594 feet to the **POINT OF BEGINNING**.

Containing an area of 22,763 square feet more or less.

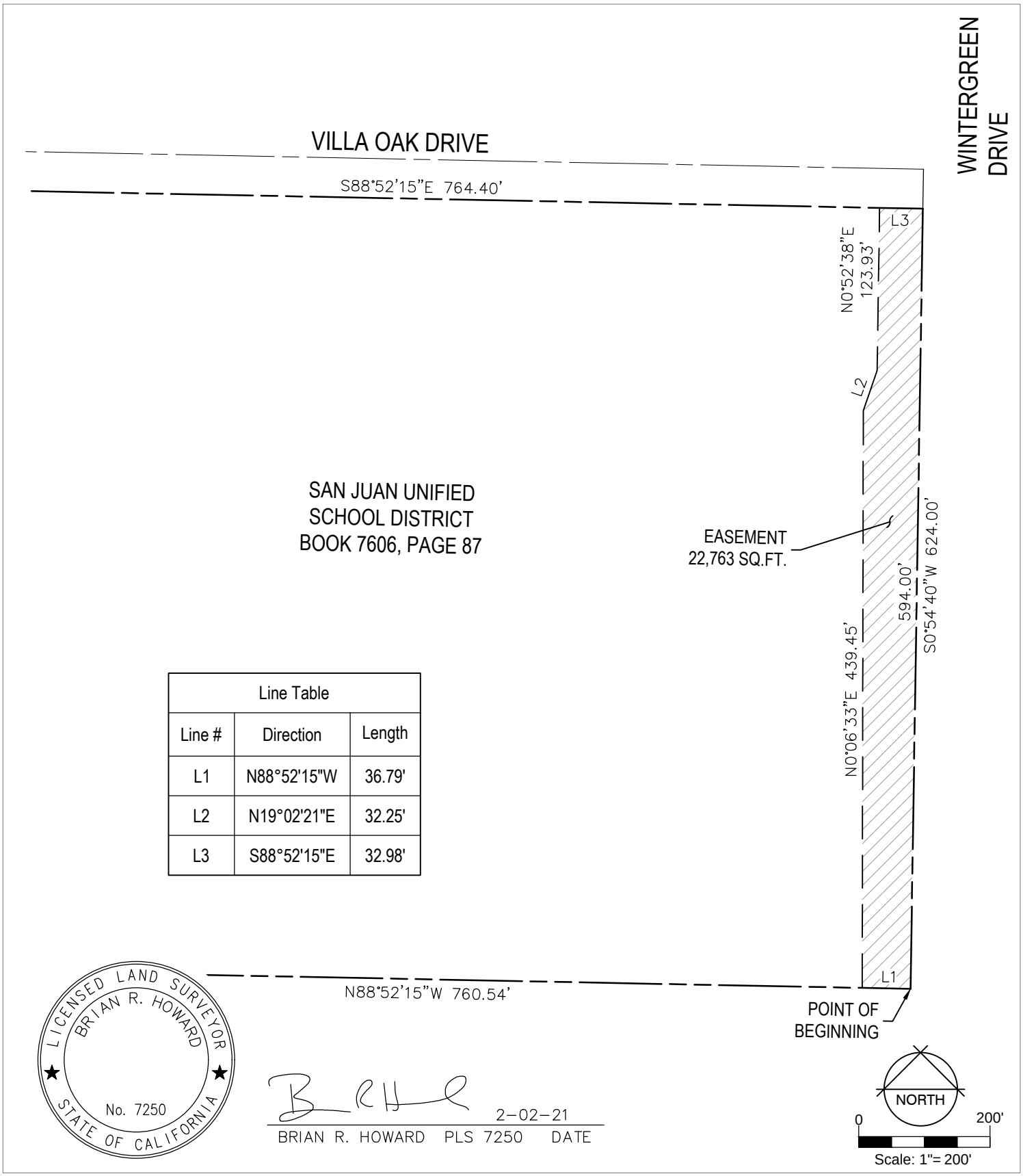
Basis of Bearings is identical to Parcel 1 as described in the Grant Deed to San Juan Unified School District recorded June 9, 1976 in Book 7606, Page 84, Sacramento County Official Records.



2-02-21

Brian R. Howard PLS 7250 Date

EXHIBIT 'B'



Line Table		
Line #	Direction	Length
L1	N88°52'15"W	36.79'
L2	N19°02'21"E	32.25'
L3	S88°52'15"E	32.98'

LICENSED LAND SURVEYOR
BRIAN R. HOWARD
No. 7250
STATE OF CALIFORNIA

2-02-21
BRIAN R. HOWARD PLS 7250 DATE

EASEMENT ACQUISITION

CITRUS HEIGHTS, SACRAMENTO COUNTY, CA

GHD Inc.
330 Hartnell Avenue, Suite B
Redding, California 96002 USA
T 1 530 242 1700 W www.ghd.com

FEB. 2, 2021
2523LG004.dwg

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 04/13/2021

SUBJECT: Intent to Convey Easement at Skycrest Elementary School

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending the board adopt Resolution No. 3040 declaring the intent to convey a permanent easement at Skycrest Elementary School to the Citrus Heights Water District and to call a public hearing to be held on May 11, 2021.

RATIONALE/BACKGROUND:
The Citrus Heights Water District is requesting the granting of a permanent easement at Skycrest Elementary School. This easement is necessary for the purpose of construction, reconstruction, installation, replacement, removal, repair, alteration, operation, maintenance, inspection and use, of a four-inch water main and fire hydrant within the easement area and through that certain real property in the City of Citrus Heights, County of Sacramento, State of California, bounded and described as follows in the attachments.

ATTACHMENT(S):
A: Resolution No. 3040
B: Citrus Heights Water District Easement

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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: Frank Camarda, Assistant Superintendent of Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools

RESOLUTION NO. 3040
RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION TO SIGN A RESOLUTION
(Intent to Convey an Easement)

WHEREAS, section 17556, et seq. of the Education Code authorizes the San Juan Unified School District ("District") to dedicate or convey an easement/real property to municipal corporations for public streets or highways and to a public corporation, to lay, construct, reconstruct, maintain and operate water, sewer, gas, or storm drain facilities or ditches, electric or telephone lines, and access roads used in connection therewith, either with or without consideration and without a vote of the electors of the District being taken;

WHEREAS, the District desires to dedicate a permanent easement for access and maintenance to the Citrus Heights Water District for the purpose of construction, reconstruction, installation, replacement, removal, repair, alteration, operation, maintenance, inspection and use, of a four inch water main and fire hydrant within the easement area and through that certain real property in the City of Citrus Heights, County of Sacramento, State of California, at Skycrest Elementary School, located at 5641 Mariposa Avenue, Citrus Heights, CA 95610. The proposed easement is specifically described in **Exhibit "A"** attached hereto and incorporated herein by the reference (hereinafter referred to as the "Easement"); and

WHEREAS, the District desires to give notice of its intent to dedicate to the Citrus Heights Water District the Easement described above and to call a public hearing in connection therewith.

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

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

Section 2. The District declares its intent to dedicate and convey the Easement to the Citrus Heights Water District, as described and depicted in **Exhibit "A"** for the purposes set forth in the Grant of Easement Document attached here forth.

Section 3. The Superintendent or a designee thereof is hereby directed to give notice that on May 11, 2021 at 6:30 p.m. or as soon thereafter as practicable, at the District Board Room, located at 3738 Walnut Avenue, Carmichael, CA, the board will hold a public hearing on the question of making the conveyance of the Easement to the Citrus Heights Water District. The public hearing shall be held during a regularly scheduled public meeting of the board. Notice of the public hearing shall be given by posting copies of this resolution, signed by the majority of the board, in three public places within the District at least ten (10) days prior to the hearing, and by publishing the notice once in a newspaper of general circulation in the District, at least five (5) days prior to the hearing. At the time and place of the hearing, if no legal protest is entered, the board may adopt a resolution by a two-thirds vote of all its members authorizing and directing the conveyance of the Easement to the Citrus Heights Water District.

The foregoing resolution was adopted by the Governing Board of the San Juan Unified School District at a meeting of the board on April 13, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

RECORDED AT THE REQUEST OF
AND RETURN TO:

CITRUS HEIGHTS WATER DISTRICT
P.O. BOX 286
CITRUS HEIGHTS, CA 95611-0286

COUNTY APN: 233-0060-009-0000
LOCATION: 5651 Mariposa Avenue, Skycrest Elementary School

EXEMPT FROM TRANSFER TAX
(Revenue and Taxation Code Section 11922)

Space above for Recorder's use only

NO FEE FOR RECORDING
(Government Code Section 27383)

GRANT OF EASEMENT
TO
CITRUS HEIGHTS WATER DISTRICT

San Juan Unified School District, for a valuable consideration, receipt of which is hereby acknowledged, does hereby grant to CITRUS HEIGHTS WATER DISTRICT, a political subdivision of the State of California formed pursuant to Division 11 of the Water Code (the "District"), a right-of-way and non-exclusive easement to construct, reconstruct, operate, maintain and/or repair water pipelines together with any and all appurtenances appertaining thereto; together with the perpetual right of ingress thereto and egress there from for the purpose of exercising and performing all of the rights and privileges granted herein; said pipelines and appurtenances to be of such size(s) and character as the grantee may determine, on, over, across and under all that certain real property, situate in the County of Sacramento, State of California particularly described as follows:

See Exhibit A and Exhibit B Attached

Use of this easement by the Grantor or by the Grantor's assignees or successors in interest, which is not compatible or interferes with the District's construction, reconstruction, operation, maintenance or repair of the water pipelines and appurtenances, shall not be allowed. The District acknowledges and agrees that Grantor and Grantor's assignees or successors in interest shall, at all times, be allowed to utilize the easement as a roadway, parking area or outdoor open space, including any hardscaped or landscaped area, and shall be permitted to maintain these improvements in a manner compatible with such uses on the easement. Any other proposed use by the Grantor or by the Grantor's assignees or successors in interest shall be requested in writing and subject to written approval by the District prior to the proposed construction or use of the easement by the Grantor. The Grantor at the Grantor's sole expense shall remove in a timely manner any use not specified and acknowledged above or approved in writing by the District. Should the District find it necessary to remove any part or all of the acknowledged or approved improvements of Grantor or Grantor's assignees or successors in interest for the purpose of constructing or maintaining its water pipelines and appurtenances at any time, pursuant to the District's rights granted herein, the District shall be liable for all costs of removal

of any such roadways, parking areas or other improvements and shall be responsible for the repair and restoration of such areas to the condition such areas were in prior to District's removal of any such improvements.

In witness thereof, Grantors have hereunto subscribed their names this _____ day of _____, _____.

_____
Frank Camarda, Assistant Superintendent Facilities and Transportation

EXHIBIT A
LEGAL DESCRIPTION
WATER EASEMENT
5641 MARIPOSA AVENUE
PAGE 1 OF 2

BEING LOCATED IN THE STATE OF CALIFORNIA, COUNTY OF SACRAMENTO, DESCRIBED AS FOLLOWS:

ALL THAT PORTION OF THAT CERTAIN PARCEL 22, AS SHOWN ON THE SUBDIVISION MAP ENTITLED “CITRUS HEIGHTS” FILED IN BOOK 10, OF RECORD MAPS, PAGE 7 IN THE OFFICE OF THE RECORDER OF SACRAMENTO COUNTY, STATE OF CALIFORNIA.

BEGINNING AT A POINT ON THE EXISTING WESTERLY RIGHT OF WAY LINE OF MARIPOSA AVENUE ALSO BEING THE EASTERLY PROPERTY LINE OF PARCEL RECORDED IN DEED RECORDED IN BOOK 20130906, PAGE 9200 IN THE OFFICE OF THE RECORDER OF SACRAMENTO COUNTY, STATE OF CALIFORNIA, BEARING THE FOLLOWING TWO DISTANCES FROM THE SOUTHERNMOST CENTERLINE INTERSECTION OF MARIPOSA AVENUE AND NORTHEAST CIRCLE, AS SHOWN ON SUBDIVISION MAP RECORDED IN BOOK 93 PAGE 19:

1. ALONG THE CENTERLINE OF MARIPOSA AVENUE NORTH 00°06’00” EAST 21.62 FEET;
2. LEAVING THE CENTERLINE OF MARIPOSA AVENUE NORTH 89°54’00” WEST 30.00 FEET TO A POINT ON AFORESAID EASTERLY PROPERTY LINE BEING THE TRUE POINT OF BEGINNING.

THENCE FROM SAID TRUE POINT OF BEGINNING THE FOLLOWING FOUR (4) COURSES:

1. LEAVING AFORESAID EASTERLY PROPERTY LINE NORTH 89°54’00” WEST 15.00 FEET;
2. NORTH 00°06’00” EAST 15.00 FEET;
3. SOUTH 89°54’00” EAST 15.00 FEET TO A POINT ON AFORESAID EASTERLY PROPERTY LINE;
4. ALONG PROPERTY LINE SOUTH 00°06’00” WEST 15.00 FEET TO THE **POINT OF BEGINNING.**

CONTAINING: 225.00 SQUARE FEET OR 0.005 ACRES +/-

EXHIBIT A
LEGAL DESCRIPTION
WATER EASEMENT
5641 MARIPOSA AVENUE
PAGE 2 OF 2

BASIS OF BEARING FOR THIS DESCRIPTION IS IDENTICAL TO THE SUBDIVISION MAP FILED IN BOOK 93 AT PAGE 19-A, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA.

END OF DESCRIPTION

PREPARED BY: WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, STE. 11O
EL DORADO HILLS, CA 95762

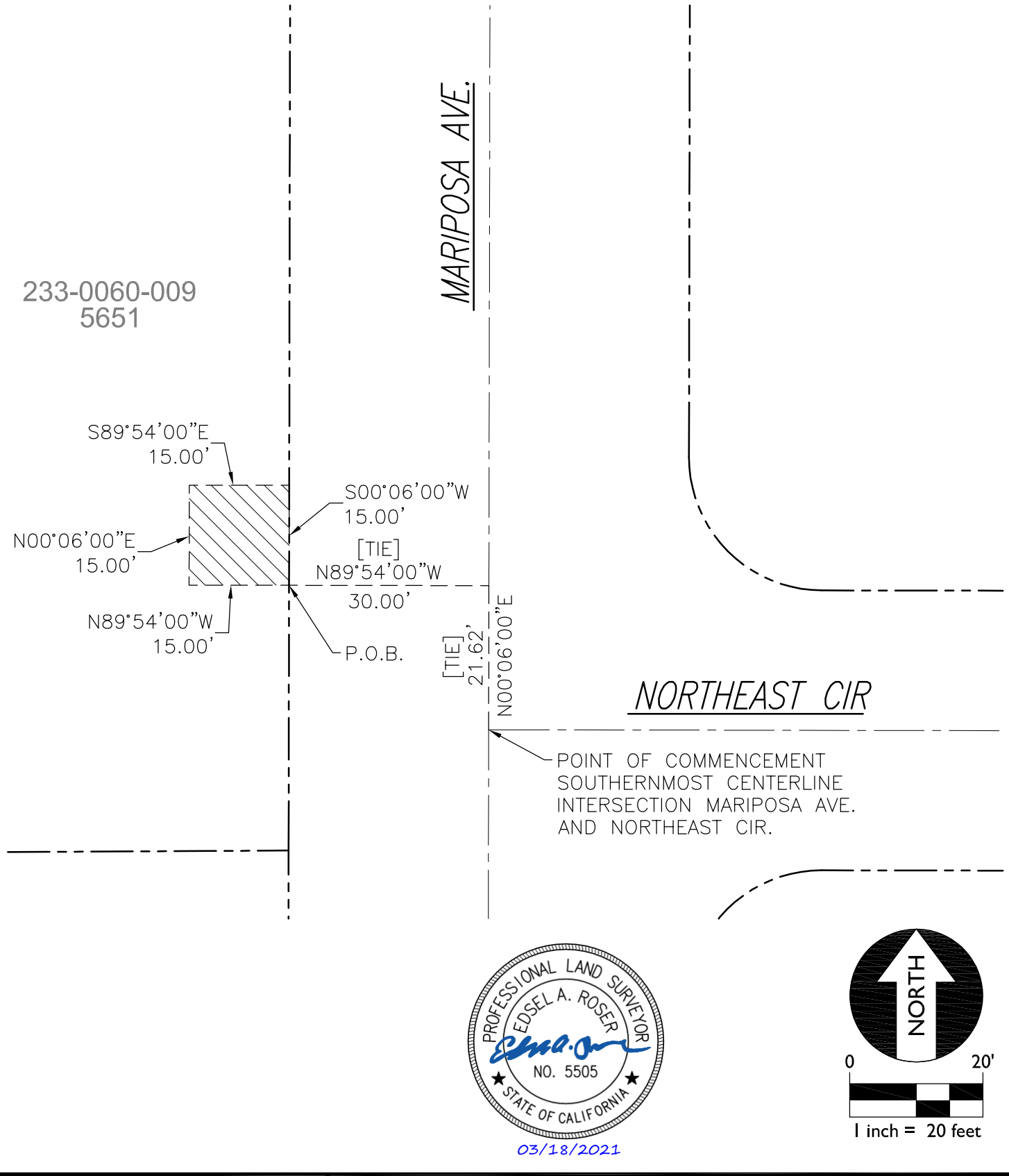
EXHIBIT "B" ATTACHED HERETO AND A PART THEREOF.

Edsel A. Roser, PLS #5505

03-18-21
Date



03/18/2021



FILENAME: I:\20-070\CIVIL\WATER EASEMENT\20-070 WTR ESMT.DWG PLOTTED: Thursday, March 18, 2021

WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, SUITE 110
EL DORADO HILLS, CA 95762 | (916) 985-1870

Title:	EXHIBIT "B" WATER EASEMENT
Project:	SKYCREST ELEMENTARY SCHOOL 233-0060-009
Ref:	223-0060-009
Job No:	20-070
Scale:	1"=20'
Date:	03-18-21
Sheet No.	EX.B

FILENAME:I:\20-070\CIVIL\WATER EASEMENT\AERIAL EASEMENT EXHIBIT.DWG PLOTTED:Friday, March 19, 2021



GRAPHIC SCALE
(IN FEET)
40' 0 20' 40' 80'
1 inch = 40 feet
THIS DRAWING MAY HAVE BEEN ENLARGED OR REDUCED.
NORTH

SHEET NO.: 5 OF 8

TITLE: AERIAL EASEMENT EXHIBIT

PROJECT:
CITRUS HEIGHTS WATER DISTRICT
SKYCREST ELEMENTARY SCHOOL
4-INCH WATER SERVICE RELOCATION C20-104
CITRUS HEIGHTS CALIFORNIA

WARREN CONSULTING ENGINEERS, INC.
1117 WINDFIELD WAY, SUITE 110
EL DORADO HILLS, CA 95762 | (916) 985-1870

REGISTERED PROFESSIONAL ENGINEER
ANTHONY J. TABBANO
NO. C74656
CIVIL
STATE OF CALIFORNIA

DESIGNED: AT
DRAWN: TB
CHECKED: AT
DATE: 01-27-21

REVISIONS		
NO.	DESCRIPTION	DATE

HORIZ. SCALE: AS NOTED
VERT. SCALE: AS NOTED
JOB NO.: 20-070

A.P.N. 233-0060-008, 009

BENCHMARK NO. 14-157 ELEV. 168.53

2" BRONZE DISC STAMPED "SACRAMENTO CO. DEPT. OF PUBLIC WORKS B.M. 14-157 W. NELSON 1976" LOCATED IN TOP OF SOUTH END OF WEST HEADWALL OF CONCRETE BOX CULVERT 30' WEST OF CENTER OF MARIPOSA AVENUE AND 56' NORTH OF PLEIDES AVENUE.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-8**

MEETING DATE: **04/13/2021**

SUBJECT: Intent to Convey Easements at Deterding Elementary School

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3042 declaring the intent to convey three permanent easements at Deterding Elementary School to the Carmichael Water District and to call a public hearing to be held on May 11, 2021.

RATIONALE/BACKGROUND:
The Carmichael Water District is requesting the granting of three permanent easements at Deterding Elementary School. These easements are necessary for the purpose of construction, reconstruction, installation, replacement, removal, repair, alteration, operation, maintenance, inspection and use of new water utility assets within the easement area and through that certain real property in the City of Carmichael, County of Sacramento, State of California, bounded and described as follows in the attachments.

ATTACHMENT(S):
A: CWD Easement Request
B: Resolution No. 3042
C: Carmichael Water District Easement

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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: Frank Camarda, Assistant Superintendent of Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools

CARMICHAEL WATER DISTRICT

Vacant
Director Division 1

Mark R. Emmerson
Director Division 2

Jeff Nelson
Director Division 3

7837 FAIR OAKS BOULEVARD
CARMICHAEL, CALIFORNIA 95608
TELEPHONE: (916) 483-2452
FAX: (916) 483-5509

Ron Greenwood
Director Division 4

Paul Selsky
Director Division 5

Cathy Lee
General Manager

March 24, 2021

6000 Stanley Avenue
Carmichael, CA 95608

Subject: Carmichael Water District Water Pipeline Easement Request
For --- 6000 Stanley Avenue, Carmichael, CA, 95608 (APN 273-0020-001)

Dear Sir or Madam,

Carmichael Water District (CWD) is requesting the San Juan Unified School District's (District) cooperation by a Grant of Easement for new water utility assets that CWD is proposing to upgrade and install on your property located at 6000 Stanley Avenue in Carmichael, CA.

In order to update and install this infrastructure, CWD is proposing to relocate the two (2) existing water services, two (2) existing backflow devices, one (1) existing water sampling station, one (1) existing fire hydrant, and install one (1) new fire hydrant. This request is part of a larger project to replace aging existing infrastructure in the area, as well as provide better maintenance access for CWD staff and a safer pathway for pedestrians by relocating assets out of the sidewalk.

CWD is requesting utility easements on the north and east side of your property. This easement will ensure that CWD has access to relocate/install the assets and perform routine inspection and maintenance.

CWD will prepare all the easement documentation including filing the documents with the County Recorder's office. Enclosed are the following exhibits for your review:

- Exhibit A includes the legal descriptions of the easements.
- Exhibit B includes the overview easement locations and their respective details.

The CWD recognizes the project work will impact the sidewalk at the existing and relocated areas, and CWD intends to replace in kind any areas that is disturbed or damaged in the process of the improvements.

Please call CWD office (916) 483-2452 if you have any questions or contact Scott Bair, CWD's Distribution Superintendent, by email at ScottB@carmichaelwd.org.

Thank you for your time and consideration.

Sincerely,

Scott Bair, CWD District Superintendent

RESOLUTION NO. 3042
RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION TO SIGN A RESOLUTION
(Intent to Convey Easements at Deterding Elementary School)

WHEREAS, section 17556, et seq. of the Education Code authorizes the San Juan Unified School District ("District") to dedicate or convey an easement/real property to municipal corporations for public streets or highways and to a public corporation, to lay, construct, reconstruct, maintain and operate water, sewer, gas, or storm drain facilities or ditches, electric or telephone lines, and access roads used in connection therewith, either with or without consideration and without a vote of the electors of the District being taken;

WHEREAS, the District desires to dedicate a permanent easement for access and maintenance to the Carmichael Water District for the purpose of construction, reconstruction, installation, replacement, removal, repair, alteration, operation, maintenance, inspection and use, of new water utility assets within the easement area and through that certain real property in the City of Carmichael, County of Sacramento, State of California, at Deterding Elementary School, located at 6000 Stanley Avenue, Carmichael, CA 95608. The proposed easement is specifically described in **Exhibit "A"** attached hereto and incorporated herein by the reference (hereinafter referred to as the "Easement"); and

WHEREAS, the District desires to give notice of its intent to dedicate to the Carmichael Water District the Easements described above and to call a public hearing in connection therewith.

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

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

Section 2. The District declares its intent to dedicate and convey the Easement to the Carmichael Water District, as described and depicted in **Exhibit "A"** for the purposes set forth in the Grant of Easement Document attached here forth.

Section 3. The Superintendent or a designee thereof is hereby directed to give notice that on May 11, 2021 at 6:30 p.m. or as soon thereafter as practicable, at the District Board Room, located at 3738 Walnut Avenue, Carmichael, CA, the board will hold a public hearing on the question of making the conveyance of the Easements to the Carmichael Water District. The public hearing shall be held during a regularly scheduled public meeting of the board. Notice of the public hearing shall be given by posting copies of this resolution, signed by the majority of the board, in three public places within the District at least ten (10) days prior to the hearing, and by publishing the notice once in a newspaper of general circulation in the District, at least five (5) days prior to the hearing. At the time and place of the hearing, if no legal protest is entered, the board may adopt a resolution by a two-thirds vote of all its members authorizing and directing the conveyance of the Easement to the Carmichael Water District.

The foregoing resolution was adopted by the Governing Board of the San Juan Unified School District at a meeting of the board on April 13, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

RECORDING REQUESTED BY AND
WHEN RECORDED RETURN TO:

CARMICHAEL WATER DISTRICT
7837 FAIR OAKS BLVD
CARMICHAEL, CA 95608

APN: 273-0070-001-0000

Project Name: Stanley Avenue Mainline Replacement Project

No Fee Document-Per Government Code §§ 6103
No Document Transfer Tax-Per R&T Code § 11922

THIS SPACE FOR RECORDER'S OFFICE ONLY

GRANT OF EASEMENT

FOR VALUABLE CONSIDERATION, receipt of which is hereby acknowledged, **SAN JUAN UNIFIED SCHOOL DISTRICT, or its REPRESENTATIVES,** (hereinafter called "Grantors"), hereby grant to **CARMICHAEL WATER DISTRICT**, a public body, (hereinafter called "CWD"), a non-exclusive easement in, over, under, and across that certain real property situated in the County of Sacramento, State of California, described in Exhibit "A" and shown on Exhibit "B" attached hereto and made a part hereof (hereinafter referred to as "Easement Area").

The easement granted herein is a right-of-way to construct, reconstruct, maintain, repair, replace (of the initial or any other size), and operate a pipeline (and additional pipeline(s) if necessary), and appurtenant facilities, including but not limited devices for controlling electrolysis, necessary to convey water.

Grantors further grant to CWD:

a. the right of ingress to and egress from the Easement Area over and across Grantor's remaining lands as described in that certain Grant Deed recorded in Book 910125, Page 1014, in the official Records of Sacramento County, by means of roads and lanes thereon, if such there be, otherwise by such route or routes as shall cause the least practical damage and inconvenience to Grantors; and

b. the right to mark the location of pipelines and other underground facilities in the Easement Area by suitable Permanent markers set in the ground.

Dated_____, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT OR ITS REPRESENTATIVES

By:_____

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

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

STATE OF _____)

COUNTY OF _____)

On _____ before me, _____, notary public,
date name of notary officer

personally appeared _____,
name(s) of signer(s)

_____,

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

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

WITNESS my hand and official seal.

_____
Signature of Notary

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

CAPACITY CLAIMED BY SIGNER

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

☐ INDIVIDUAL
☐ CORPORATE OFFICER(S)

_____
Title(s)
☐ PARTNER(S) ☐ LIMITED
☐ GENERAL

☐ ATTORNEY-IN-FACT
☐ TRUSTEE(S)
☐ GUARDIAN/CONSERVATOR
☐ OTHER: _____

_____

_____

SIGNER IS REPRESENTING:
Name of Person(s) or entity(ies)

_____

_____

OPTIONAL SECTION:

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

TITLE OR TYPE OF DOCUMENT: _____

NUMBER OF PAGES _____ **DATE** _____

SIGNER(S) OTHER THAN NAMED ABOVE _____

EXHIBIT 'A'
Waterline Easement
APN: 273-0020-001
Legal Description

All that portion of Lot 155 as shown on the Final Map entitled "Carmichael Colony", filed for record in Book 10 of Maps, at Page 9, County of Sacramento, State of California, being described as the following three (3) easements:

Easement 1
BEGINNING at a point on the East right of way line of Panama Avenue, a 40 foot public avenue, as shown on said 10 BM 9, from which point, the Northwest corner of said Lot 155 bears the following two (2) courses and distances: (1) North 89°13'38" West, 20.00 feet, to the West line of said Lot 155; (2) along said West line, North 00°54'15" East, 130.45 feet; THENCE from said POINT OF BEGINNING, South 89°13'38" East, 10.99 feet; THENCE South 00°46'22" West, 6.00 feet; THENCE North 89°13'38" West, 11.00 feet, to said East right of way line; THENCE along said East right of way line, North 00°54'15" East, 6.00 feet, to the POINT OF BEGINNING.

Containing 66 sq.ft., more or less.

Easement 2
BEGINNING at a point on the South right of way line of Stanley Avenue, a 40 foot public avenue, as shown on said 10 BM 9, from which point, the Northwest corner of said Lot 155 bears the following two (2) courses and distances: (1) North 00°56'31" East, 20.00 feet, to the North line of said Lot 155; (2) along said North line, North 89°03'29" West, 160.82 feet; THENCE from said POINT OF BEGINNING, along said South right of way line, South 89°03'29" East, 21.45 feet; THENCE South 00°56'31" West, 5.23 feet; THENCE South 41°09'22" East, 11.45 feet; THENCE South 01°59'41" West, 7.38 feet; THENCE North 89°10'29" West, 28.98 feet; THENCE North 00°55'12" East, 21.16 feet, to the POINT OF BEGINNING.

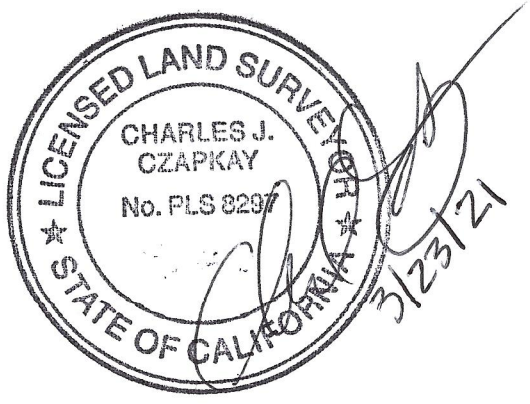
Containing 542 sq.ft., more or less.

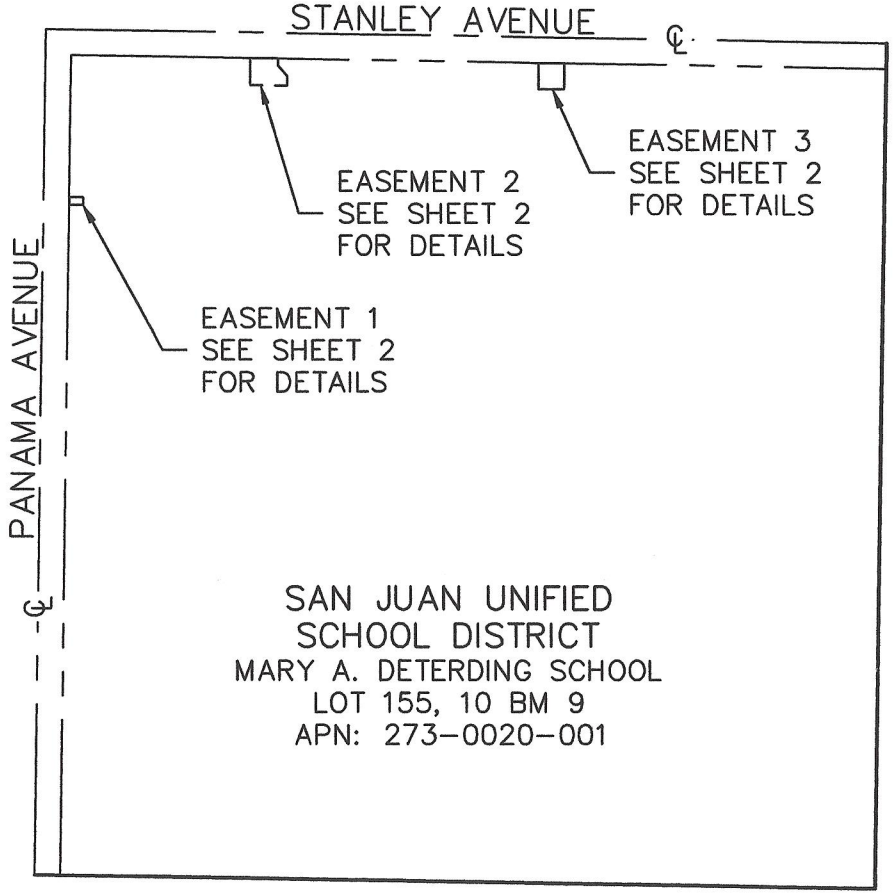
Easement 3
BEGINNING at a point on the South right of way line of Stanley Avenue, a 40 foot public avenue, as shown on said 10 BM 9, from which point, the Northwest corner of said Lot 155 bears the following two (2) courses and distances: (1) North 00°56'31" East, 20.00 feet, to the North line of said Lot 155; (2) along said North line, North 89°03'29" West, 387.15 feet; THENCE from said POINT OF BEGINNING, along said South right of way line, South 89°03'29" East, 20.27 feet; THENCE South 00°18'21" West, 20.21 feet; THENCE North 90°00'00" West, 20.27 feet; THENCE North 00°18'57" East, 20.55 feet, to the POINT OF BEGINNING.

Containing 413 sq.ft., more or less.

The Basis of Bearings of the above descriptions and the attached Exhibit 'B' is based on GPS observations using ground distances and can be rotated counterclockwise 0°56'31" to match the centerline of Stanley Avenue as shown on the Parcel Map filed for record in Book 209 of Parcel Maps, Page 2, County of Sacramento Records.

End description.





NORTH

AREA WEST ENGINEERS, INC.

LICENSED LAND SURVEYOR
CHARLES J. CZAPKAY
No. PLS 8297
STATE OF CALIFORNIA

3/23/21

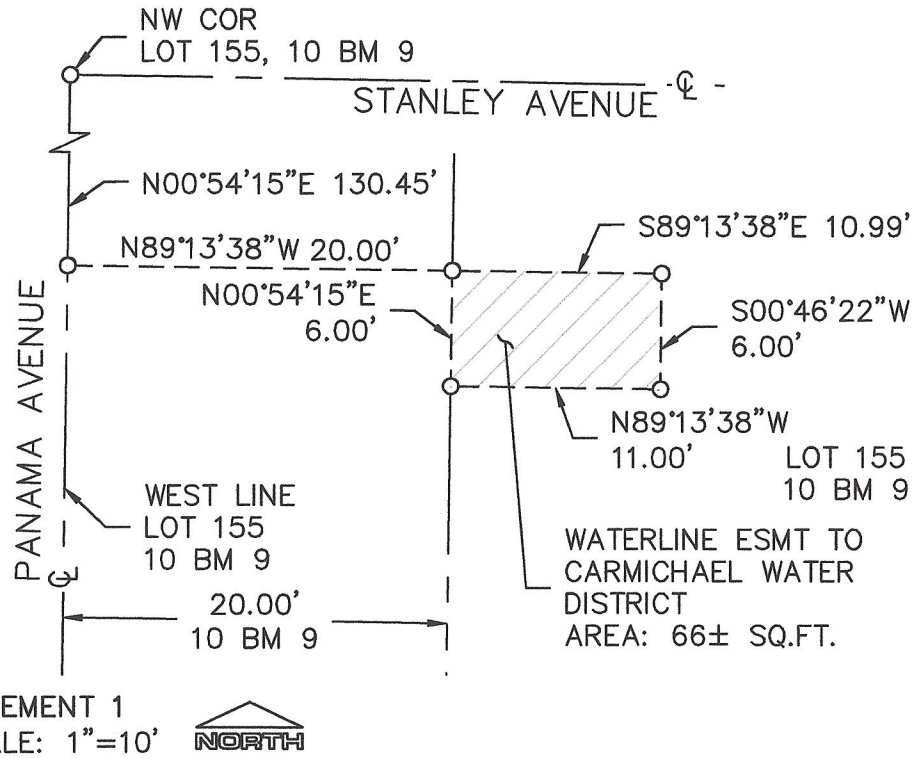
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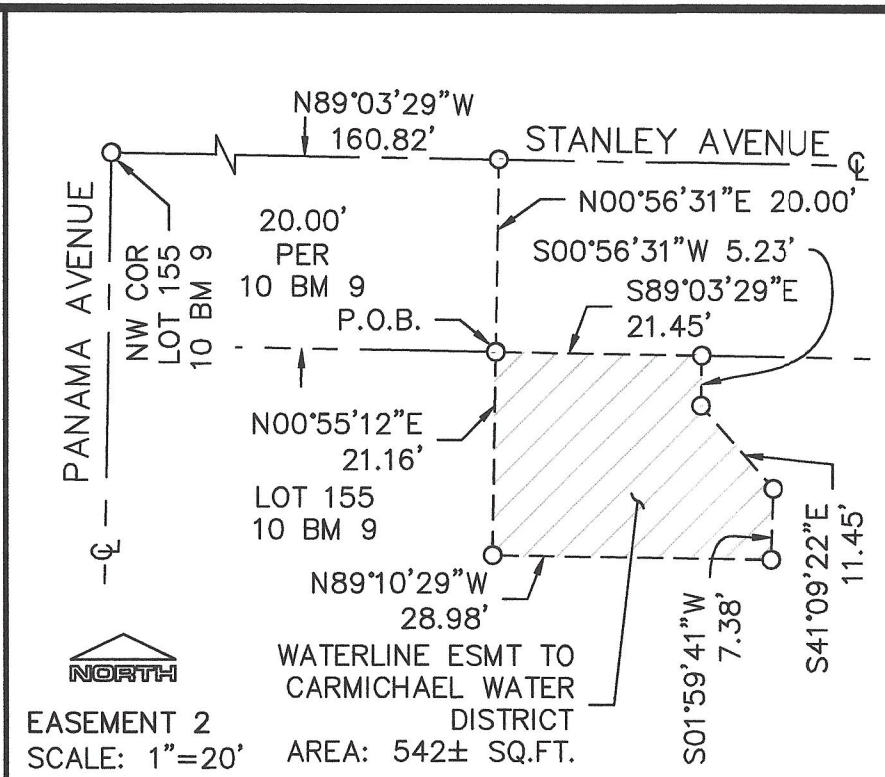
awe
AREA WEST ENGINEERS, INC.
ENGINEERING - SURVEYING - PLANNING
7478 SANDALWOOD DRIVE, SUITE 400
CITRUS HEIGHTS, CA 95621
(916) 725-5551 (916) 725-5808 (FAX)
AWE@AREAWESTENG.COM

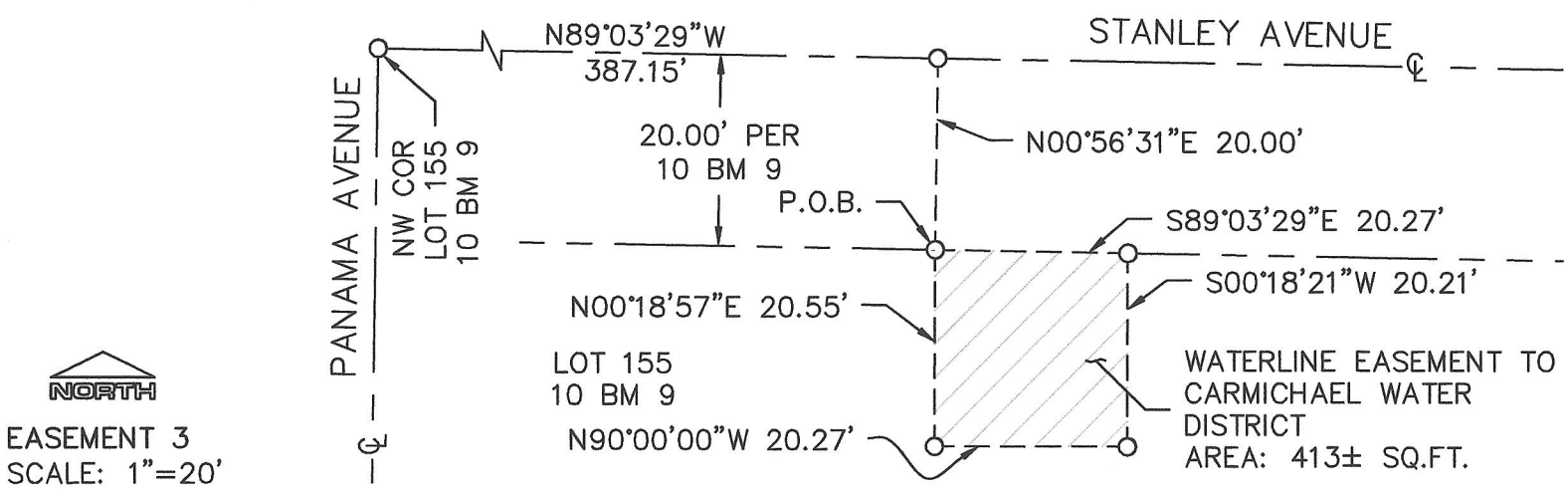
EXHIBIT 'B'
WATERLINE EASEMENT
APN: 273-0020-001

COUNTY OF SACRAMENTO
STATE OF CALIFORNIA

SCALE	21009
HORIZ.: 1" = 150'	
VERT.: NONE	SHEET 1 OF 2
DATE: MARCH, 2021	





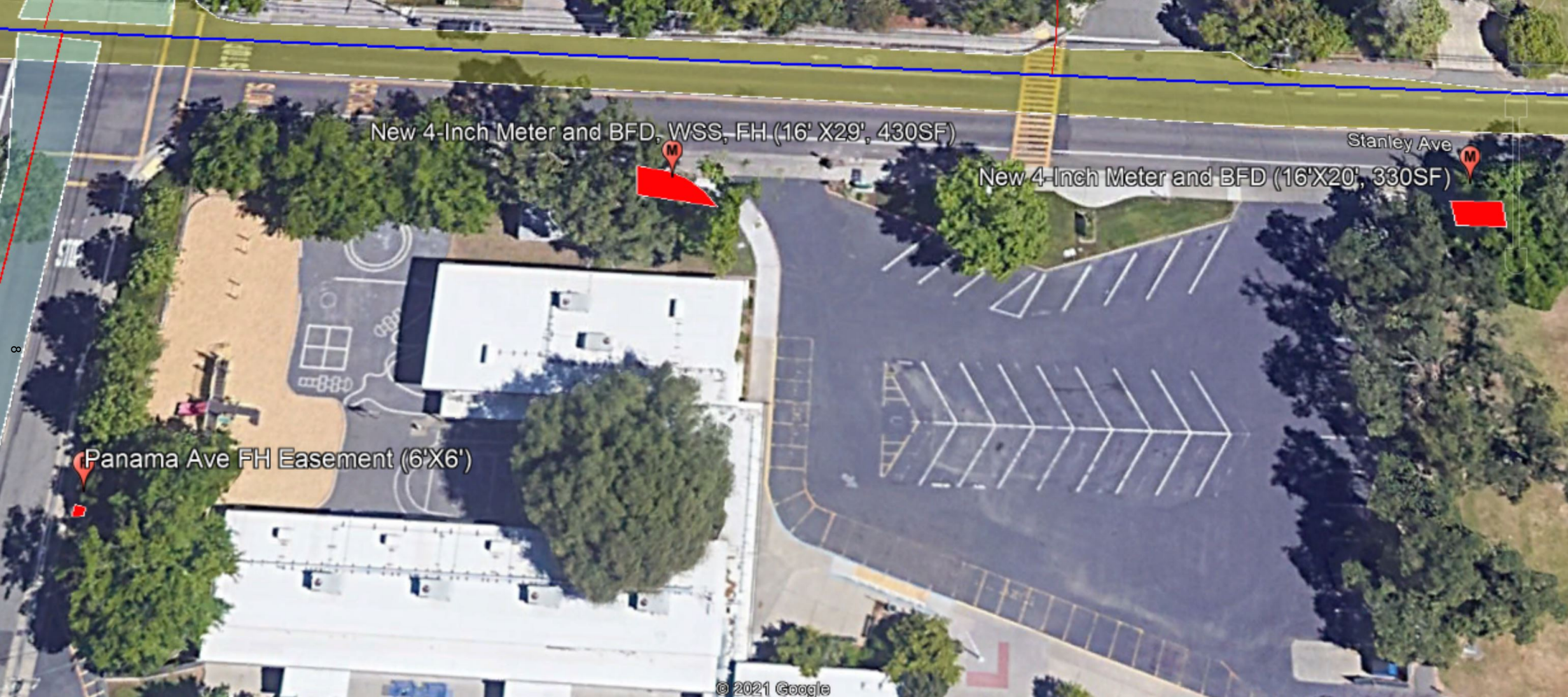


AWE
AREA WEST ENGINEERS, INC.
ENGINEERING - SURVEYING - PLANNING
7478 SANDALWOOD DRIVE, SUITE 400
CITRUS HEIGHTS, CA 95621
(916) 725-5551 (916) 725-5808 (FAX)
AWE@AREAWESTENG.COM

EXHIBIT 'B'
WATERLINE EASEMENT
APN: 273-0020-001

COUNTY OF SACRAMENTO
STATE OF CALIFORNIA

SCALE	21009
HORIZ.: AS SHOWN	
VERT.: NONE	SHEET 2 OF 2
DATE: MARCH, 2021	


New 4-Inch Meter and BFD, WSS, FH (16' X29', 430SF)
Stanley Ave
New 4-Inch Meter and BFD (16'X20', 330SF)
Panama Ave FH Easement (6'X6')
© 2021 Google

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-9

MEETING DATE: 04/13/2021

SUBJECT: Presentation of the San Juan Professional Educators Coalition Proposal for Successor Contract 2021-2022

CHECK ONE:

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

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The bargaining interests of the San Juan Professional Educators Coalition are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: April 27, 2021

RATIONALE/BACKGROUND:
The board and representatives of the San Juan Professional Educators Coalition have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for the San Juan Professional Educators Coalition for Successor Contract 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

ATTACHMENT A

SJPEC PROPOSED INTERESTS FOR 2021 SUCCESSOR CONTRACT

ARTICLE 5 Evaluation of Job Performance

To develop an evaluation system that provides feedback to the District and the administrator regarding job performance and professional growth. The evaluation should be the basis for administrator retention as an employee in their current position within the District.

ARTICLE 9 Work Year and Hours

To implement staffing ratios consistently and fairly in the District to meet the needs of staff and students in all schools. To ensure that member work year calendars align with positions and contracted work days.

ARTICLE 10 Safety

To provide a physically, psychologically, and emotionally safe and healthy learning environment at every school and program throughout the District. To ensure all members can address the needs of their community and meet the needs of their students.

Article 12 and 13 Salary and Benefits

To maintain a salary and benefit package that is competitive with school districts throughout California. To ensure that each position receives equitable pay in alignment with the responsibilities assigned to the position.

Appendix A - Revise position list to reflect current and correct titles of positions represented by SJPEC.

Appendix H - Review the recommendations of the 2018-2019 Special Education Joint Committee on Least Restrictive Environment and Eligibility and recommit to working toward implementing recommendations resulting from the committee work.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-10

MEETING DATE: 04/13/2021

SUBJECT: Presentation of the California School Employees Association, Chapter 127, Proposal for Successor Contract 2021-2022

CHECK ONE:

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

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The bargaining interests of the California School Employees Association, Chapter 127, are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: April 27, 2021

RATIONALE/BACKGROUND:
The board and representatives of the California School Employees Association, Chapter 127, have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for the California School Employees Association, Chapter 127, Successor Contract 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations JS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Initial Proposal

from

California School Employees Association

and its

San Juan Chapter No. 127

to the

San Juan Unified School District

for the

2021 - 2022 Reopener

General and Operations Support Units

The CSEA and its San Juan Chapter No. 127 (CSEA) proposes to negotiate the following articles of the current General and Operations Support contract(s) for 2021-2022 first year reopener.

Article 6 Salaries: CSEA proposes to negotiate a fair and equitable general salary increase to include Minimum Wage and specific classification increases and corrections to the pay scale. CSEA also proposes the IA additional compensation be made permanent and other compensation related issues and language changes to this article. CSEA proposes that SJUSD participate in the Summer Assistance pay program for all qualified employees represented by CSEA as well as other changes to this article.

Article 7 Fringe Benefits: CSEA proposes to negotiate fair and equitable benefit increases and other adjustments to this article to include revisiting permanent continuation of the previous Extended Disability Pilot program.

Article 9 Vacations: CSEA proposes to negotiate changes to this article to allow for more employee driven flexibility for usage of vacation days.

Article 10 Leaves: CSEA proposes to negotiate fair and equitable changes to this article to include enhancement of Equity days for Occupational Therapist. CSEA also proposes to negotiate that the District shall provide paid release time and registration fees yearly for up to 15 Instructional Assistants to attend the annual CSEA Para Educator Conference and up to 8 Maintenance and Operations personnel to attend the annual CSEA M & O academy. CSEA also proposes up to 30 minutes release time monthly on a weekday for site specific job steward or site representative Classified CSEA / Chapter update.

NEW Article Training: CSEA also proposes that the District provide technology training to all new hired Classified staff and create a program or process for technology training updates to all Classified staff. CSEA proposes to negotiate appropriate technology be provided to all Instructional Assistants, this would include laptops replacing Chromebooks. CSEA proposes to negotiate fair and equitable changes to this article to include the continuation of “on-boarding” training and possible expansion of Classified staff able to participate.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-11

MEETING DATE: 04/13/2021

SUBJECT: Williams Complaint Report

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending the board receive a report regarding Williams-type complaints filed with the district during the time period from January 1, 2021, to March 31, 2021.

RATIONALE/BACKGROUND:
The Williams legislation embodied in Education Code section 35186(d) requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district.

ATTACHMENT(S):
A: Williams Act 3rd Quarterly Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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: Linda C. T. Simlick, General Counsel LCTS

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan Unified School District
Legal Services
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Internet Web Site: www.sanjuan.edu

Kent Kern, Superintendent of Schools
Linda C. T. Simlick, General Counsel

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)
Quarterly Report

Year covered by this report: 2021

Quarter covered by this report: Quarter 3 (January - March)

Sufficiency of textbooks

Number of complaints:	0
Number resolved:	0
Number unresolved:	0

School facilities issues

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Vacancy or misassignment of teachers

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Respectfully submitted: Linda C. T. Simlick
General Counsel

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-12**

MEETING DATE: **04/13/2021**

SUBJECT: Board Meeting Dates 2021-2022

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board discuss and approve the proposed board meeting dates for the 2021-2022 school year.

RATIONALE/BACKGROUND:
Regular board meetings are held on the second and fourth Tuesday of each month, unless noted otherwise. There are no board meetings held in July. Due to the holidays and winter break, the superintendent is proposing that one (regular) meeting be held during the months of November, December and February. The December meeting must take place after the second Friday in December in order to comply with the provisions of AB 2449.

Option A:	**Option B:**	**Option C:**
August 10, 2021	August 10, 2021	August 10, 2021
August 24, 2021	August 24, 2021	August 24, 2021
September 14, 2021	September 14, 2021	September 14, 2021
September 28, 2021	September 28, 2021	September 28, 2021
October 12, 2021	October 12, 2021	October 12, 2021
October 26, 2021	October 26, 2021	October 26, 2021
November 16, 2021 **(3rd Tuesday)**	November 16, 2021 **(3rd Tuesday)**	November 16, 2021 **(3rd Tuesday)**
~~November 23, 2021~~ **(cancel-holiday)**	~~November 23, 2021~~ **(cancel-holiday)**	~~November 23, 2021~~ **(cancel-holiday)**
December 14, 2021	December 14, 2021	December 14, 2021
~~December 28, 2021~~ **(cancel-winter break)**	~~December 28, 2021~~ **(cancel-winter break)**	~~December 28, 2021~~ **(cancel-winter break)**
January 11, 2022	January 11, 2022	January 11, 2022
January 25, 2022	January 25, 2022	January 25, 2022
February 8, 2022	February 15, 2022 **(3rd Tuesday)**	February 15, 2022 **(3rd Tuesday)**
~~February 22, 2022~~ **(cancel-holiday)**	~~February 22, 2022~~ **(cancel-holiday)**	~~February 22, 2022~~ **(cancel-holiday)**
March 8, 2022	March 8, 2022	March 8, 2022
March 22, 2022	March 22, 2022	March 22, 2022
April 12, 2022 **(spring break)**	~~April 12, 2022~~ **(cancel - spring break)**	April 5, 2022 **(1st Tuesday)**
April 26, 2022	April 26, 2022	April 19, 2022 **(3rd Tuesday)**
May 10, 2022	May 10, 2022	May 10, 2022
May 24, 2022	May 24, 2022	May 24, 2022
June 14, 2022	June 14, 2022	June 14, 2022
June 28, 2022	June 28, 2022	June 28, 2022

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/05/2021

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

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SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2020-2021

APRIL 27

Recognition: California Day of the Teacher (May 13) – A	Oropallo
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 12) – A	Calvin
Encina Middle School Update – R	Shoemake
COVID-19 Update – D	Kern
Implementation of Agreements (SJTA, CSEA, SJPEC, Supervisors, Teamsters) – D	Shoemake
Implementation of Agreements (SJAA, Cabinet, Confidential, Unrepresented) – D	Shoemake
SJPEC Initial Proposal for Contract Reopeners 2021-2022 – PC [Discussed 04/13/21]	Shoemake
CSEA Initial Proposal for Contract Reopeners 2021-2022 – PC [Discussed 04/13/21]	Shoemake
Variable Term Waiver – A	Oropallo

MAY 11

Recognition: Classified School Employee Week (May 16-22) – A	Oropallo
Expanded Learning Opportunities – D	Bassanelli
COVID-19 Update – D	Kern
Public Hearing: Conveyance of Easement at Skycrest Elementary to Citrus Heights Water District – A	Camarda
Public Hearing: Conveyance of Easement at Deterding Elementary to Carmichael Water District – A	Camarda
Implementation of Agreements (SJTA, CSEA, SJPEC, Supervisors, Teamsters) – A [Discussed 04/27/21]	Shoemake
Implementation of Agreements (SJAA, Cabinet, Confidential, Unrepresented) – A [Discussed 04/27/21]	Shoemake
District's Initial Bargaining Proposal with SJPEC for Successor Contract 2021-2022 – D	Shoemake
District's Initial Bargaining Proposal with CSEA for Successor Contract 2021-2022 – D	Shoemake
*Approval of CTE 2021 Advisory Committee Roster – A	Schnepp

MAY 25

Recognition: National Science Bowl (if applicable) – A	Schnepp/Shoemake
Recognition: Science Olympiad (if applicable) – A	Schnepp/Shoemake
Recognition: Academic Decathlon (if applicable) – A	Schnepp
Expanded Learning Opportunities – A [Discussed 05/11/21]	Bassanelli
Professional Development Update – R	Schnepp
Camp Winthers Update – R	Schnepp
COVID-19 Update – D	Kern
District's Initial Bargaining Proposal with SJPEC for Successor Contract 2021-2022 – A [Discussed 05/11/21]	Shoemake
District's Initial Bargaining Proposal with CSEA for Successor Contract 2021-2022 – A [Discussed 05/11/21]	Shoemake
*Head Start/Early Head Start Contract Resolution FY 2021-2022 – A	Townsend-Snider

JUNE 8

School Climate: Parent-Staff-Student Voice – R	Schnepp
Public Hearing: LCAP – D	Schnepp
Public Hearing: LCAP/Choices Charter School – D	Flagler
Public Hearing: Adoption of the 2021-2022 Budget – D	Stephens
Temporary Interfund Borrowing of Cash – A	Stephens
COVID-19 Update – D	Kern
*CIF Superintendent Designation of Representatives 2021-2022 – A	Schnepp

JUNE 22

LCAP – A [Public Hearing 06/08/21]	Schnepp
LCAP Choices Charter School – A [Public Hearing 06/08/21]	Flagler
Adoption of the 2021-2022 Budget – A [Public Hearing 06/08/21]	Stephens
COVID-19 Update – D	Kern
*Consolidated Application, Spring Report 2020-2021 – A	Calvin
*2020-2021 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2019-2020 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stephens

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