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

Tanya Kravchuk, President
Manuel Perez, Vice President
Nick Bloise, Clerk
Zima Creason, Member
Abid Stanekzai, Member
Pam Costa, Member
Ben Avey, Member

Board of Education Agenda
March 26, 2026

CALL & NOTICE OF SPECIAL MEETING

NOTICE is hereby given that a special 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 **5:30 p.m.** on **Thursday, March 26, 2026.**

PUBLIC PARTICIPATION GUIDELINES

This special meeting of the Board of Education will be held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. The district has taken the following steps to assist the public in offering public comment:

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

During this special meeting, public comment will only be permitted on the item(s) described in this notice prior to consideration of the item. Comments regarding other items should be submitted during the next regular board meeting scheduled for April 14, 2026.

A. OPEN SESSION/CALL TO ORDER - 5:30 p.m.

B. BUSINESS ITEM

1. **Board Self-Evaluation - 5:35 p.m.**

   Workshop: to review/discuss the results of the board self-evaluation, facilitated by California School Boards Association (CSBA) Governance Educator Luan Burman Rivera.

C. ADJOURNMENT - 9:30 p.m.

NOTE: The times indicated are approximate.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3).

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

meeting.

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

Mission Statement

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

San Juan Unified Land Acknowledgement

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **B.1**

MEETING DATE: **03/26/2026**

SUBJECT: **Board Self-Evaluation - 5:35 p.m.**

DEPARTMENT: Administration

ACTION REQUESTED:
Workshop: to review/discuss the results of the board self-evaluation, facilitated by California School Boards Association (CSBA) Governance Educator Luan Burman Rivera.

RATIONALE/BACKGROUND:
This facilitated workshop is designed to help school board governance teams review their board self-evaluation results, identify areas of strength and discuss opportunities for growth. The workshop will focus on fostering open communication, enhancing governance team effectiveness and aligning efforts to fulfill the board's primary responsibilities.

By reviewing the aggregated results, the governance team will reflect on its performance in two key areas:

- Part one focuses on the conditions of effective governance – board unity, roles and responsibilities, board culture, board operations, board meetings and board development.
- Part two addresses the board's responsibilities – setting direction, structure, support, accountability and community leadership.

ATTACHMENT(S):
1. CSBA Workshop Materials

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
N/A

FISCAL IMPACT:
N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

San Juan Unified School District

BOARD SELF-EVALUATION WORKSHOP

Discussion Guide

March 26, 2026 – 5:30 PM – 9:30 PM

LUAN BURMAN RIVERA, CSBA SENIOR GOVERNANCE EDUCATOR/CONSULTANT

Goal of the governance conversation:

Review/Discuss the Board's Self-Evaluation

5:30 – 6:30 PM	**Welcome/Overview** **Review Meeting Guidelines**
"When a man (woman) assumes a public trust, he (she) should consider himself (herself) as public property." ~ Thomas Jefferson	
6:30 PM – 9:15 PM	**Review of Board Self-Evaluation – Building a Stronger Team:** **-** Strengths - Areas to Discuss - Possibly Develop Board Goals and/or - Review/Revise or Develop Norms and/or Protocols
9:15 – 9:30 PM	• Next Steps, Workshop Evaluation and Adjourn
"The behavior that is modeled by the leadership profoundly shapes the culture of the organization." *~ Dr. Carol Roberts*	

Sample Meeting Guidelines

- We will keep our focus on the best interest of our students.
- We will listen actively to all ideas. / We will listen openly without preparing responses.
- Everyone's opinions count. / We will be open to the ideas of others.
- We will wait to speak until a team member has finished talking. / We will keep our remarks brief and to the point so that all opinions can be expressed.
- Anyone can call a “time out” if s/he feels the need for a break.
- We will communicate openly and honestly with each other.
- We will respect differences. / We will show respect – never dismiss or devalue others.
- We will be supportive rather than judgmental.
- We will give helpful feedback directly and openly.
- All team members will offer their ideas and resources.
- We will build upon the ideas of others and look for common ground. / We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. / We will each be responsible for the success of the meeting – participate equally – address concerns.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will stay focused on our goals and avoid getting sidetracked.
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities. / We will address process -- not personalities.
- We will all work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.
- We will work toward the future – learning from the past.

Workshop Evaluation

Please provide feedback on today's session

Your feedback contributes to the success of our programs.

Thank you for participating

Board Self-Evaluation Result

San Juan USD

1. Conditions of Effective Governance		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Board unity						
1. The board is focused on achievement for all students.		4	2	1	0	0
2. The board is committed to a common vision.		4	1	2	0	0
3. The board stays focused on district priorities.		4	2	1	0	0
4. The board works well together.		2	2	3	0	0
5. The board commits the time to become informed.		3	1	2	1	0
6. Individual board members do not undermine board decisions.		4	1	1	1	0
Roles and responsibilities						
7. Board members agree on the role and responsibilities of the board and the superintendent.		5	1	1	0	0
8. Board members follow board agreements regarding speaking for the board.		5	1	1	0	0
9. Board members keep confidential matters confidential.		5	2	0	0	0
10. The board gives direction to the superintendent only at board meetings.		3	1	1	1	1
11. Individual board members do not attempt to direct the superintendent.		3	1	1	1	1

 *A strength for most members*

 *A strength for simple majority*

 *Area of growth for simple majority*

 *Area of growth for most members*

1. Conditions of Effective Governance		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Board culture						
12. The board treats the superintendent with respect.		5	1	1	0	0
13. The board manages internal conflicts in a productive manner.		2	4	1	0	0
14. Board members follow agreements on how they will act towards each other.		2	5	0	0	0
15. Board members treat each other with respect.		2	4	1	0	0
16. Board members demonstrate they understand other perspectives.		2	1	3	1	0
17. Board members usually discuss questions about agenda items with the superintendent prior to the board meeting.		3	1	3	0	0
Board operations						
18. The board governs within board-adopted policies, bylaws and protocols to manage board operations.		5	2	0	0	0
19. Board members receive timely information.		5	1	1	0	0
20. Board members receive adequate information.		5	2	0	0	0
21. All board members receive the same information.		4	3	0	0	0
22. Board members follow agreements about how to request clarifying or additional information about agenda items.		2	3	2	0	0
23. Board members follow agreements on how to bring up new ideas.		3	2	2	0	0
24. Board members follow agreements on how concerns from the community will be handled.		3	1	3	0	0

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 *Area of growth for simple majority*

 *Area of growth for most members*

1. Conditions of Effective Governance		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Board meetings						
25. The board agrees on the role of the board president in managing board meetings.		7	0	0	0	0
26. Board meeting agendas reflect district priorities.		7	0	0	0	0
27. Board members come to meetings prepared.		5	1	1	0	0
28. The board effectively uses data in its decision-making.		4	2	0	0	1
29. The board confines its meetings to a reasonable length of time.		7	0	0	0	0
30. There is a good relationship between how long the board spends on an agenda item and the importance of the item.		5	1	1	0	0
31. The board effectively manages community input at board meetings.		5	1	1	0	0
Board development						
32. The board agrees on the process for identifying officers.		4	2	1	0	0
33. The board plans for the development and training of the board.		4	2	1	0	0
34. The board effectively orients new members.		4	0	3	0	0
35. The board reviews its governance agreements regularly.		2	5	0	0	0

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 *Area of growth for most members*

2. Board Responsibilities		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Setting direction						
36. The board provides opportunity for community input when developing the district's mission, core beliefs and vision.		4	3	0	0	0
37. The board adopts long-range priorities.		5	2	0	0	0
38. The board uses the district's mission, core beliefs and vision to drive district performance.		6	1	0	0	0
39. The board adopts clear and measurable indicators to assess district performance.		3	2	2	0	0
Structure						
40. The board adopts a fiscally responsible budget aligned to the district's vision and goals.		6	1	0	0	0
41. The board regularly monitors the fiscal health of the district.		6	1	0	0	0
42. The board has an effective process to review, revise and adopt policies.		6	1	0	0	0
43. The board establishes priorities for the district's collective bargaining process that support the district vision and goals.		4	2	1	0	0
Support						
44. The board demonstrates commitment to district priorities and goals.		5	1	1	0	0
45. The board demonstrates support for the superintendent in carrying out board directives.		5	2	0	0	0
46. The board is represented at key district events.		5	1	1	0	0
47. The board celebrates district accomplishments.		5	1	1	0	0

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 *A strength for simple majority*

 *Area of growth for simple majority*

 *Area of growth for most members*

2. Board Responsibilities		Number of members responded				
		Almost Always	Often	Less Often	Rarely	Not Sure
Accountability						
48. The board monitors student progress against established benchmarks.		4	2	1	0	0
49. The board monitors progress towards district goals based on established success indicators.		4	1	2	0	0
50. The board monitors the implementation of the adopted budget.		6	0	1	0	0
51. The board monitors the implementation of board policies.		4	2	0	0	1
52. The board evaluates the performance of the board.		1	0	2	3	1
53. The board evaluates the performance of the superintendent based on established expectations.		4	2	1	0	0
Community leadership						
54. The board uses cohesive messages to communicate district priorities, goals and needs.		3	4	0	0	0
55. The board provides community leadership on educational issues.		4	1	2	0	0
56. The board pursues partnerships to support district efforts.		6	1	0	0	0
57. The board advocates on behalf of students and public education at the local, state and federal levels.		4	2	1	0	0
58. The board informs the community on district priorities, progress, needs and opportunities for involvement.		5	1	1	0	0

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 *A strength for simple majority*

 *Area of growth for simple majority*

 *Area of growth for most members*

School District Governance Team Board Self–Evaluation Survey

Overview

One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A governance team self–assessment provides the opportunity to step back and reflect on how well it is meeting its responsibilities. This governance team self–assessment will provide the board and superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team.

Individuals will rank the performance of the board and governance team on important characteristics. CSBA determined these characteristics through collaborative efforts with board members from around the state-who defined the CSBA *Professional Governance Standards* for boards; and through our experiences providing board development to school boards across California for more than 30 years.

Content

The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities. For each statement, Individuals should select the descriptor that most accurately describes the extent to which the board demonstrates the quality or characteristic.

How to use your *Board Self-Evaluation Results*

When?
The board should schedule a special open-session conversation/discussion meeting to review the results of this survey.

Guide to the Report
The report provides the board with perception data - how trustees individually perceive the board's effectiveness. The range of scores across topics will help the board identify areas in which board members might achieve greater collective clarity in fulfilling their governance responsibilities. The results are color-coded for ease of interpretation.

Color	Distribution of Ratings	Implications
	All board members rated this item as *Almost Always* or *Often*	A strength for all members
	A majority of board member rated these items as *Almost Always* or *Often*	A strength for majority of members
	A majority of board member rated these items as *Less Often* or *Rarely*	An area of growth for majority of members
	All board members rated this item as *Less Often, Rarely, or Not Sure*	An area of growth for all members

The board can improve its cohesiveness by discussing the range of responses, learning each member's rationale for his/her ratings. In some cases, the board may find that members have different expectations for what deserves an 'Almost always' vs. an 'often,' but that there is general agreement on how the board is performing.

How to structure the board conversation

As the board discusses these results, remember a few critical points:

- The report displays a range of perceptions, *not facts*.
- Focus your discussion on what matters most.
- Each member should practice empathetic listening and work to understand the views of other board members.
- It's okay to differ in opinion; you don't always need to agree, but *you do need to understand.*

Step 1: Confirm the strengths. (Green)

Step 2: Confirm the areas for growth. (Red)

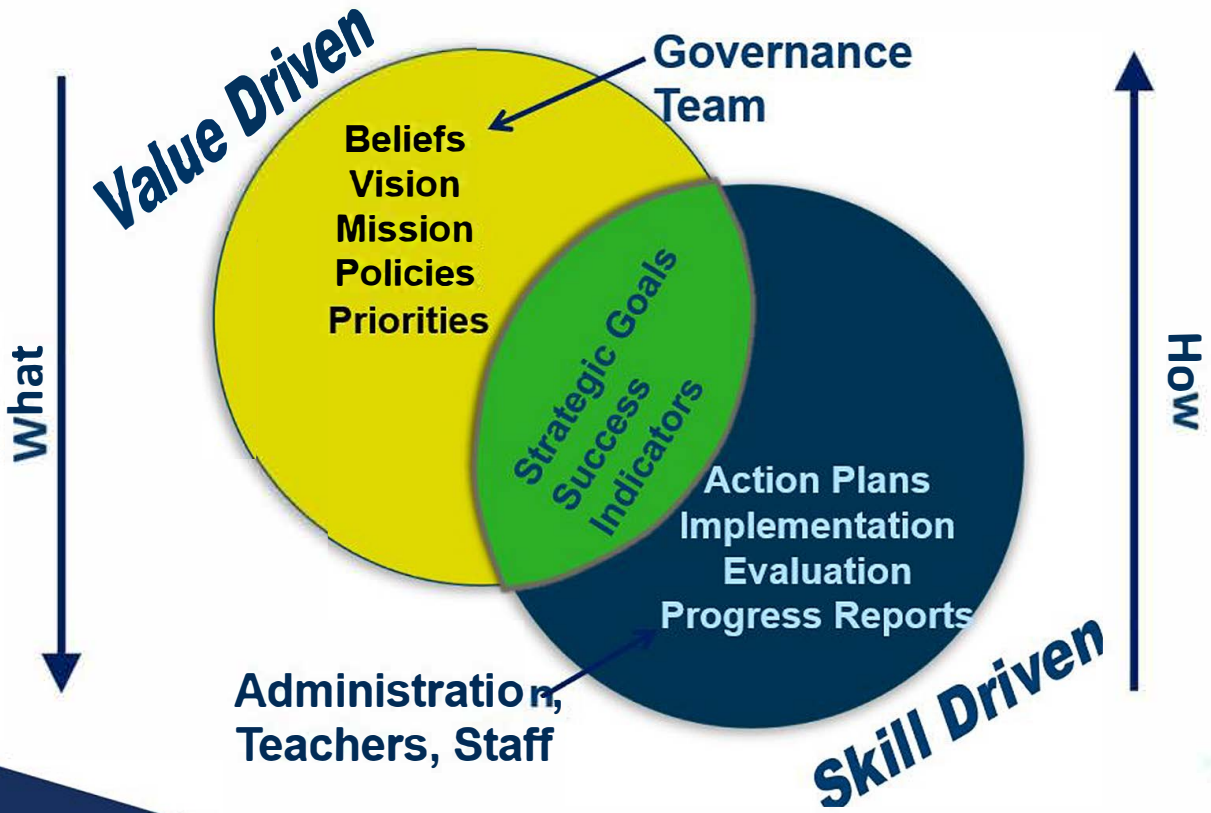
Step 3: Identify areas where perceptions are mixed. (Blue or Yellow)

Step 4: Focus.
From the results from steps 2 and 3 above, the board should agree on the three to five most important areas for improving board performance. The board should answer the question: *Which areas of improvement will be most beneficial to the board and the district?*

Step 5: Set goals.
Set specific, measurable, time-bound goals with success indicators for improving board performance in each area.

Step 6: Schedule board development workshops throughout the year and add them to your Governance Calendar.

If you would like help: CSBA's *Governance Consulting Services* provides board development coaching and guidance. If you would like to discuss how these services can be tailored to meet your particular needs, please call us at 916-669-3293 or to request a board self-evaluation visit http://bse.csba.org.


Value Driven
Governance Team
Beliefs
Vision
Mission
Policies
Priorities
Strategic Goals
Success Indicators
Action Plans
Implementation
Evaluation
Progress Reports
What
How
Administration, Teachers, Staff
Skill Driven