San Juan Unified School District
Regular 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
May 12, 2026

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Alternatively, you can view the board meeting virtually via livestream from a computer, mobile device or tablet at https://www.sanjuan.edu/boardmeeting.

The full agenda packet is available on the district website at https://www.sanjuan.edu/boardagendas. 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.

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

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

B. CLOSED SESSION - 5:30 p.m.

1. Personnel Matters (Government Code section 54957).
   a. Superintendent's evaluation.
2. Conference with Legal Counsel - Pending Litigation (Government Code section 54956.9(d)(1)).
   a. Office of Administrative Hearings Case No. 2026030102.
      Reduction in Force Proceeding involving certificated employees pursuant to Education Code sections 44949 and 44955.
3. Collective bargaining matters - discussion with negotiators Trent Allen, Chief of Staff, and Daniel Thigpen, Chief of Human Resources, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

D. APPROVAL OF MINUTES

1. Minutes - April 28, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for April 28, 2026, regular meeting, pages 2759-2762.

E. RECOGNITIONS - 6:35 p.m.

1. Classified School Employee Week (Thigpen)

   Action: The superintendent is recommending that the board adopt Resolution No. A-470 proclaiming the week of May 17-23, 2026, as Classified School Employee Week.

2. National Speech Pathologist Day (Dale)

   Action: The superintendent is recommending that the board adopt Resolution No. A-469 proclaiming May 18, 2026, as National Speech Pathologist Day.

3. 2027 Teachers of the Year (Thigpen)

   The superintendent is recommending that the board recognize San Juan Unified School District's 2027 Teachers of the Year.

F. ORGANIZATIONS/ANNOUNCEMENTS

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

G. VISITOR COMMENTS - 6:50 p.m.

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

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

Action: The administration recommends that the consent calendar, H-1 through H-7, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. Personnel Report

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

2. Purchasing Report

   The superintendent is recommending that the board approve the purchasing report which includes: purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; piggyback contracts; zero dollar contracts; and bids/RFPs.

3. Notices of Completion

   The superintendent is recommending that the board approve the notices of completion.

4. Surplus Property

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

5. Gifts

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

6. Revisions to the Governance Handbook

The superintendent is recommending that the board approve the proposed revisions to the Governance Handbook.

7. Arcade Middle School Portable Classrooms Project CEQA Notice of Exemption and Categorical Exemption

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) notice of exemption and categorical exemption for the Arcade Middle School portable classrooms project.

I. CONSENT CALENDAR (continued, if necessary)
Discussion and action on the items removed from the consent calendar.

J. BUSINESS ITEMS

1. **Literacy Update (Dale) - 7:25 p.m.**

Report: The superintendent is recommending that the board review a report regarding the district's literacy curriculum, instruction, and professional learning in grades TK-2.

2. **Citrus Heights Schools Update (Townsend-Snider) - 7:45 p.m.**

Report: The superintendent is recommending that the board hear an update on Citrus Heights schools and efforts to strengthen community and city partnerships.

K. BOARD REPORTS - 8:05 p.m.

L. FUTURE AGENDA - 8:15 p.m.

1. Tentative future agenda items

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

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

N. ADJOURNMENT - 8:20 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
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes
April 28, 2026

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

Open Session/Call to Order (A)
At 5:35 p.m., the April 28 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website.

Roll Call
Present:
Tanya Kravchuk, president
Manuel Perez, vice president
Nick Bloise, clerk
Zima Creason, member
Abid Stanekzai, member
Pam Costa, member
Ben Avey, member

Announcement of Closed Session Topics/Closed Session Visitor Comments (A-1)
There were no closed session visitor comments.

Closed Session (B)
The meeting was then recessed with the board convening in closed session to consider a student expulsion in one case (Education Code section 48918[f]); to discuss collective bargaining matters – discussion with negotiators Trent Allen, Chief of Staff, and Daniel Thigpen, Chief of Human Resources, 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); and to conference with legal counsel regarding pending litigation (Government Code section 54956.9(d)(1)) - two cases – (a.) Name of Case: Riley Cochran-Hernandez v. San Juan Unified School District, et al., Court: United States District Court, Eastern District of California, Case No.: 2:26-cv-01560-JAM-SCR; and (b.) Name of Case: Katie Fabel v. San Juan Unified School District, et al., Court: Superior Court of California, County of Sacramento, Case No.: 26cv007792.

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., the April 28 regular meeting was called back to order by the president, Tanya Kravchuk. Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)
It was moved by Mr. Stanekzai, seconded by Ms. Costa, that the minutes of the April 14 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Recognition: National Nurses Week and National School Nurse Day (E-1)
It was moved by Mr. Avey, seconded by Mr. Bloise, to adopt Resolution No. A-467, proclaiming the week of May 6-12, 2026, as National Nurses Week and May 6, 2026, as National School Nurse Day. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

DRAFT

Recognition: California Day of the Teacher (E-2)
It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. A-468, proclaiming May 13, 2026, as the California Day of the Teacher. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

High School Student Council Reports (F-1)
Student representatives Georgia Klostrakis and Rania Salem from Mira Loma High School updated the board on the goals, activities and achievements at their school.

Closed Session/Expulsion Actions (F-6)
Mr. Bloise reported that the board voted unanimously to accept as written one stipulated expulsion in case number M-13.

Visitor Comments (G)
Caroline Digman spoke about the work of the Sacramento County Education Coalition.

John Taylor expressed concerns about black student academic achievement disparities.

Cassie Fulmer expressed support for the continuation of her son's 1:1 instructional assistant.

Eric Wilberg shared information about his work as a 1:1 instructional assistant.

Marvell Wilson expressed concerns about black student academic achievement disparities.

Consent Calendar Approved (H-1 and H-3 through H-9)
Ms. Kravchuk pulled item H-2. It was moved by Ms. Creason, seconded by Mr. Bloise, that the consent calendar item H-1 and items H-3 through H-9 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

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

Financial Report (H-3)
Warrant and payroll – approved as submitted.

Surplus Property Report (H-4)
Approval to dispose of surplus property pursuant to Board Policy 3270.

Gifts (H-5)
Acceptance of gifts to Earl LeGette Elementary School and Starr King K-8 School.

Instructional Materials Adoptions (H-6)
Approval of the Report IIs related to the new instructional materials adoptions for High School World History; High School United States History; Advanced Placement African American Studies; Advanced Placement Human Geography; Advanced Placement Psychology; Chicano Studies; Grades TK-5 math; Grades 6-8 math; American Sign Language 1-4; Chinese International Baccalaureate Middle Years Programme 1 - International Baccalaureate 2 High Level; and Spanish for Heritage Learners 2 and 3. (Discussed: 04/14/2026).

Memorandum of Understanding between San Juan Unified School District and Marconi Learning Academy (H-7)
Approval of the Memorandum of Understanding (MOU) between San Juan Unified School District and Marconi Learning Academy, effective July 1, 2026-June 30, 2031.

High School Scholarship Awards (H-8)
Approval of the 2026 high school scholarship awards for Bella Vista High School.

Resolution No. 4260: Rescinding Resolution No. 2090 and Consolidating Restricted Ongoing and Major Maintenance Funds into the General Fund (H-9)
Adoption of Resolution No. 4260, rescinding Resolution No. 2090 and consolidating restricted ongoing and major maintenance funding into the General Fund in compliance with California Education Code.

DRAFT

Consent Calendar Continued (I)
Purchasing Report (H-2)
Purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; and bids/RFPs.

Ms. Kravchuk explained that she pulled the item to request a future update on the individual cost breakdown for the 12 community partner vendors identified on page 4 of the purchasing report. It was moved by Mr. Perez, seconded by Mr. Stanekzai, that the consent calendar item H-2 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

San Juan Youth Voice Advocates (J-1)
Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., introduced the item. Coordinator of Special Programs and Grants Christina Sparks, along with San Juan Youth Voice Advocates (SJYVA) student leaders Madeline McGrath Htain (Rio Americano High School) and Ojehi Benito-Oserogho (Encina High School), gave a presentation on the ongoing work of the SJYVA student leadership program. Madeline provided an overview of the program and a summary of the listening sessions held during the 2025-2026 school year, and she shared the districtwide themes identified through the listening sessions. Ojehi outlined recommended actions based on the districtwide findings. The student leaders also shared personal impact statements regarding their experiences in the program. Ms. Sparks and Dr. Oaxaca shared next steps.

Visitor Comments:
Bel Reyes, Executive Director of Innovation Bridge, spoke about the partnership with SJYVA over the past seven years.

Board members made comments and posed questions, which staff addressed. Ms. Creason thanked the team for their work, and commented on student voice, next steps and the seriousness of bullying. Ms. Kravchuk acknowledged the team, commented on listening sessions and inquired about training workshops.

Instructional Technology (J-2)
Deputy Superintendent of Schools and Support Timothy Chip Dale, Ed.D., introduced Instructional Technology Program Specialist Nicole Naditz, who gave a presentation on the district's efforts to support the thoughtful and intentional use of instructional technology. Ms. Naditz provided information about the district's core technology tools, including Kami and MagicSchool, professional learning opportunities for staff, and student enrichment opportunities supported by Expanded Learning Opportunities Program (ELO-P) funds, including clubs, indoor drone racing and esports. Ms. Naditz also discussed artificial intelligence (AI), and outlined next steps, which include a new AI integration initiative, partnering with schools to offer the Power Up Participation with Technology Program, and continued development of the district's instructional technology plan.

Board members made comments and posed questions, which staff addressed. Mr. Avey spoke about AI, expressing appreciation for the district's efforts as a regional leader, sharing an example of his son's math experiences, and discussing the importance of professional learning. Mr. Bloise expressed appreciation for the safety, security and intentional approach to the AI learning process. Ms. Costa shared that the topic sparked interest among Curriculum and Standards committee members and noted that her granddaughter greatly enjoys the esports program. Ms. Kravchuk expressed appreciation for the intentional, safety-first approach to the use of AI and asked related questions.

Public Hearing: Approval of San Juan High School Science Modernization Project (J-3)
Chief Operations Officer Frank Camarda explained that project approval is necessary prior to applying for matching state funds. Ms. Kravchuk declared the topic of the San Juan High School science modernization project a public hearing and invited the public to speak. There being no comments from the public, Ms. Kravchuk declared the public hearing closed. It was moved by Ms. Costa, seconded by Mr. Stanekzai, to adopt Resolution No. 4261, authorizing and approving the San Juan High School science modernization project no. 204-9495-P1 for submission for funding as per Education Code section 101460(b). MOTION CARRIED 6-0-1 [AYES: Kravchuk, Bloise, Creason, Stanekzai, Costa, Avey; NOES: None; ABSENT: Perez].

San Juan High School Science Modernization Project Lease Amendment No. 1 (J-4)
Mr. Camarda presented the item. It was moved by Ms. Creason, seconded by Mr. Avey, to adopt Resolution No. 4262, approving the first amendment to the lease for the San Juan High School science modernization project between San Juan Unified School District and Core West, Inc. MOTION CARRIED 6-0-1 [AYES: Kravchuk, Bloise, Creason, Stanekzai, Costa, Avey; NOES: None; ABSENT: Perez].

Williams Complaint Report (J-5)
General Counsel Fhanysha Clark Gaddis explained that the district must report on the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints. Ms. Gaddis stated that, during the time period from January 1, 2026, through March 31, 2026, there was one Williams-type complaint filed, which has since been resolved.

California School Boards Association (CSBA) Delegate Assembly Run-Off Election (J-6)
It was moved by Ms. Creason, seconded by Mr. Avey, to vote for Delia Baulwin from Elk Grove Unified School District in the California School Boards Association (CSBA) delegate assembly run-off election. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Board Reports (K)
Mr. Avey reported that, as part of his day job, he attended the Sacramento Metro Chamber's Capitol-to-Capitol program, which may be of future interest to board members, and he congratulated the Bella Vista girls lacrosse team on its success this season.

Ms. Costa shared information about the events she attended including exhibition night at Meraki High School, the AVID celebration, the Kids Art Festival, the San Juan High School ribbon-cutting ceremony and the bus driver appreciation celebration.

Mr. Bloise reported that he, along with Superintendent Bassanelli, visited Thomas Edison Language Institute, and he also shared that he attended the City of Citrus Heights 2x2 meeting at Mesa Verde High School, which highlighted the career technical education performing arts program at the school.

Future Agenda (L)
Ms. Kravchuk requested that an item on student screen time be added. Following board member discussion, there was consensus to include a future report on the district's data related to student technology usage, as well as current district practices.

Adjournment (N)
At 8:45 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Tanya Kravchuk, Board President Melissa Bassanelli, Secretary

Approved: _____
:sc

DRAFT

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E.1**

MEETING DATE: **05/12/2026**

SUBJECT: Classified School Employee Week (Thigpen)

DEPARTMENT: Human Resources

ACTION REQUESTED:
Action: The superintendent is recommending that the board adopt Resolution No. A-470 proclaiming the week of May 17-23, 2026, as Classified School Employee Week.

RATIONALE/BACKGROUND:
Every year the district recognizes classified employees for their dedication and the outstanding work they perform on behalf of students, staff, and the community. Classified school employees contribute to the establishment and promotion of a positive instructional environment and play an instrumental role in providing essential services to our students. Classified school employees provide a safe and conducive learning environment for our students to ensure the district's goals for teaching and learning; because they provide vital contributions, hard work and effort throughout the year, the district proclaims the week of May 17 – 23, 2026, as Classified School Employee Week.

ATTACHMENT(S):
1. Resolution No. A-470

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Daniel Thigpen, Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue, Carmichael, CA 95608

Resolution No. A-470

CLASSIFIED SCHOOL EMPLOYEE WEEK

May 17 – 23, 2026

WHEREAS, the week of May 17 – 23, 2026 has been designated as Classified School Employee Week in California by the California State Legislature; and

WHEREAS, classified school employees provide valuable services to the schools and students of the San Juan Unified School District; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of the San Juan Unified School District; and

WHEREAS, classified school employees employed at the San Juan Unified School District strive for excellence in all areas relative to the educational community; and

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education hereby recognizes and wishes to honor the contribution of classified school employees to quality education in the State of California and in the San Juan Unified School District and declares the week of May 17 – 23, 2026, as Classified School Employee Week.

Attested to this
12th day of May, 2026

Tanya Kravchuk, President

Melissa Bassanelli
Superintendent of Schools

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Abid Stanekzai, Member

Pam Costa, Member

Ben Avey, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E.2**

MEETING DATE: **05/12/2026**

SUBJECT: National Speech Pathologist Day (Dale)

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:
Action: The superintendent is recommending that the board adopt Resolution No. A-469 proclaiming May 18, 2026, as National Speech Pathologist Day.

RATIONALE/BACKGROUND:
In 1926, the American Academy of Speech Correction was established, and in 2010, the United States dedicated May 18 as the National Speech Pathologist Day. On this day, we celebrate around 162,000 speech pathologists across the country. San Juan Unified recognizes the vital role that school speech and language pathologists play in the personal and academic development of our students.

ATTACHMENT(S):
1. Resolution No. A-469

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

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

APPROVED BY: Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools

San Juan Unified School District
Resolution No. A-469
National Speech Pathologist Day
May 18, 2026

WHEREAS, National Speech Pathologist Day is May 18th; and;

WHEREAS, this special day honoring school Speech and Language Pathologists and Speech Assistants who provide and deliver a continuum of speech and language services and supports to students to increase student learning, enabling students to improve in their speech and language skills, and improve their articulation and pragmatics; and;

WHEREAS, the San Juan Unified School District appreciates and supports the speech and language team for providing sound research-based practices which are integral to instruction and learning, social and emotional development, and intervention. Speech Pathologists facilitate collaboration to help parents and educators support a student's speech and language skills both in the classroom and in their home. Pathologists are trained to assess students, utilize data-based decision-making, implement research-driven strategies during therapy, evaluate student's progress and improve student's skills.

THEREFORE, BE IT RESOLVED that the San Juan Unified School District Board of Education joins the superintendent and staff in honoring Speech and Language Pathologists throughout the year.

Attested to this 12th day of May, 2026

Tanya Kravchuk, President

Melissa Bassanelli, Superintendent of Schools

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Abid Stanekzai, Member

Pam Costa, Member

Ben Avey, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E.3**

MEETING DATE: **05/12/2026**

SUBJECT: 2027 Teachers of the Year (Thigpen)

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board recognize San Juan Unified School District's 2027 Teachers of the Year.

RATIONALE/BACKGROUND:
The San Juan Unified School District has many dedicated and qualified certificated employees. Each year the district asks for nominations from students, staff and the community for the Certificated Employee of the Year program. The nominees embody the commitment of San Juan Unified School District's teachers and educators to provide positive and effective instruction. Out of the initial nominations, two teachers were selected to represent the San Juan Unified School District.

As part of the Sacramento County Teacher of the Year program, the district is pleased to recognize Angela Spalding and Angela Nicholas as San Juan Unified School District's 2027 Teachers of the Year. Ms. Spalding is a dual language immersion teacher at Thomas Edison Language Institute with 18 years of experience, and Ms. Nicholas is a second grade teacher at Carmichael Elementary School with 13 years of experience.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Daniel Thigpen, Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.1**

MEETING DATE: **05/12/2026**

SUBJECT: Personnel Report

DEPARTMENT: Human Resources

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

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

ATTACHMENT(S):
1. Personnel Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Megan Itza-Smith, Analyst, Human Resources

APPROVED BY: Cloris M. Henry, Ed.D., Senior Director, Human Resources
Daniel Thigpen, Chief of Human Resources
Melissa Bassanelli, Superintendent of Schools

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Kaur, Simerpreet	Prob	School Psychologist	Special Education- Kenneth	08/04/26
New Hire	Wisner, Kyle	Prob	School Psychologist	Special Education- Kenneth	08/04/26

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Johnson, Rochelle	Prob	Instructional Assistant II	Mission Avenue	04/20/26
New Hire	Mohammadi, Fatima	Prob	Inst Asst/Bil-Farsi	Greer	04/20/26
Rehire	Cajina, Jordy	Prob	Elem Head Custodian	Earl Legette	04/16/26
Rehire	Carey, Erma	Prob	Instructional Assistant III	Coyle Avenue	04/21/26
Rehire	Nielsen, Andrew	Prob	Custodian	M&O - Building Maintenance	04/17/26

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Paid	Burns, Kelli	Perm	Teacher Kindergarten	Grand Oaks	03/13/26	05/31/26
Paid	Holmgren, Holly	Perm	Teacher Grade 4	Dewey	04/09/26	06/30/26
Paid	Jones, Stephanie	Perm	Teacher Grade 6	Thomas Edison	03/25/26	05/17/26
Paid	Lainez-Valencia, Evelyn	Perm	Teacher Grade 4	Howe Avenue	04/06/26	06/30/26
Paid	Ludwig, Heather	Perm	Tch-Mod/Severe K/12	Laurel Ruff	04/06/26	05/15/26
Paid	Schreiber, Robert	Perm	Tch-Grad 7/8	Pasteur	04/14/26	06/30/26

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Paid	Gavin, Shawna	Perm	Expand Learn Site Fac	Pupil Personnel Services	04/07/26	05/18/26
Paid	Jackson, David	Perm	Custodian	Mira Loma	04/10/26	06/30/26
Paid	Wallace, Jack	Perm	Grounds Equip Operator	M&O - Building Maintenance	04/02/26	06/29/26
Paid	Winzer, BeEra	Prob	Bus Driver	Transportation	03/26/26	05/31/26

3. SEPARATIONS

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Cadwallader, Colleen	Perm	Coord-Advance & Develop	Superintendents Office	06/30/26

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Hay, Lauren	Perm	High School Vice Principal	Mira Loma	06/18/26

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Chen, Jinhua	Prob	Instructional Assistant I	Pasadena	04/17/26
Resignation	Fraire, Bianca	Perm	Instructional Assistant I	Thomas Edison	04/17/26
Resignation	Hussani, Rajab	Prob	Payroll Technician I	Payroll	04/17/26
Resignation	Long, Taarna	Prob	Instructional Assistant III	Mariemont	04/17/26
Resignation	Mojzis, Martin	Prob	Child Dev Assist-School Age	Earl Legette ECE	04/22/26
Resignation	Nesbitt, Samaria	Prob	Instructional Assistant I	Whitney Avenue	04/20/26
Resignation	Sawtelle, Denise	Perm	Instructional Assistant I	Woodside	04/22/26
Resignation	Williams, Sabrina	Perm	Intermed Clerk Typist	Deterding	04/24/26

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.2**

MEETING DATE: **05/12/2026**

SUBJECT: Purchasing Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the purchasing report which includes: purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; piggyback contracts; zero dollar contracts; and bids/RFPs.

RATIONALE/BACKGROUND:
The attached purchasing report lists purchase orders, service agreements, contracts, change orders and amendments to existing agreements as required by board policy and state law for approval.

ATTACHMENT(S):
1. Purchasing Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Laura Fry, Manager, Business Support Services
Mallory Arevalos, Interim Coordinator, Facilities Business & Compliance
Nicholas Arps, Director, Facilities, Construction & Modernization
Joel Ryan, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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

April 15, 2026 - April 28, 2026

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
VR26-11704	4/28/2026	Crowe	Financial Audit	$35,000 FY 26 $56,000 FY 27	Fiscal Services
PO26-08154	4/28/2026	National Inventors Hall of Fame	Camp Invention summer kits	$203,605	OSLA

Purchasing Contracts Board Report
Change Orders/Amendments

April 15, 2026 - April 28, 2026

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
BPO26-01011	4/23/2026	Hunt Propane Inc	Blanket increase	$ 86,200.00	$ 200,734.00	$ 100,000.00	$ 386,934.00	Transportation

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
SA26-00216	4/28/2026	Heritage Schools	Fewer services needed	$ 236,340.00	$ -	$ (55,000.00)	$ 181,340.00	Special Education
SA26-00094	4/28/2026	Gateway Residential	Fewer services needed	$ 174,000.00	$ 42,000.00	$ (27,900.00)	$ 188,100.00	Special Education
SA26-00010	4/28/2026	CCHAT	Fewer services needed	$ 144,000.00		$ (20,000.00)	$ 124,000.00	Special Education
SA26-00092	4/28/2026	Amergis	Nursing services	$ 853,000.00		$ 250,000.00	$ 1,103,000.00	Special Education

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
VR26-08419	4/28/2026	Jordan Knight Architecture Engineering	Architect services from SD through Project Completion for the Laurel Ruff MOD project 163-9495-26CIP	$ 172,500.00	$ -	$ 1,896,648.00	$ 2,069,148.00	216 - FAC
VR26-10270	4/28/2026	Campbell Keller	ILS Classroom furniture for San Juan HS Science 204-9495-P1	$ 1,222,171.78	$ -	$ 20,696.08	$ 1,242,867.86	216 - FAC
VR24-10678	4/28/2026	Terracon	Additional inspection for Encina HS Full Site Reno 202-9332-P1	$ 17,700.00	$ 281,500.00	$ 130,000.00	$ 429,200.00	216 - FAC

Lease Amendments/Change Orders

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

General Contract Change Orders

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

Purchasing Contracts Board Report
Construction and Public Works Bids and Contracts

April 15, 2026 - April 28, 2026

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	4/28/2026	TBD	26-202	Kiz Construction, Inc.	Construction contract for the Arcade Portables Project #001-9568-P1	$ 790,000.00	216 - FAC
26	4/28/2026	TBD	26-205	Contract Décor	Window Roller Shades for Encina HS Full Site Reno Project #202-9332-P1	$ 439,000.00	216 - FAC

Other Contracts

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

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
21	4/28/2026	TBD	25-200	Sixth Dimension PMCM Inc.	Provide Construction Management services for the Sylvan New Construction Gym Project #050-9512-26CIP	$ 1,705,740.00	216-FAC
26	4/28/2026	TBD	25-200	Kitchell CM	Provide Construction Management services for the Starr King K-8 Roofing Project #147-9605-P1	$ 129,830.00	216-FAC
26	4/28/2026	TBD	24-220	19six Architects	Architect services from SD through closeout for the Starr King K-8 Roofing Project # 147-9605-P1	$ 157,250.00	216-FAC
26	4/28/2026	TBD	24-220	19six Architects	Architect services from SD through closeout for the Thomas Edison Roofing Project # 116-9605-P1	$ 157,250.00	216-FAC

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

April 15, 2026 - April 28, 2026

Staff has determined that purchasing through contracts issued by various state agencies will save administrative time and expense, provide favorable pricing, and will be in the best interests of the district. District staff is requesting the Board of Education's authorization to piggyback on the approved bids in accordance with Public Contract Code Section 20118.

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	4/28/26	CMAS 4-25-02-1015 Weatherproofing Technologies, Inc.	Weatherproofing Technologies, Inc.	Provides for the purchase, warranty, design, removal, disposal, installation, maintenance, and repair of roofing and building equipment.	02/24/25 - 02/28/2027

Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar

April 15, 2026 - April 28, 2026

Date	Site/ Department	Vendor Name	Description
4/28/2026	San Juan Adult Education	Adventus Education LLC	Workforce training at San Juan Adult Ed for students pursuing occupations in Phlebotomy and Pharmacy Tech.

Purchasing Contracts Board Report
Bids/RFPs

April 15, 2026 - April 28, 2026

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

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount $	Responsibility
01	4/28/2026	RFP26-114 Pest Control Services	ECO Pest Solutions	Pest control services	$120,000.00	Maintenance and Operations
13	4/28/2026	RFP26-111 Bread	Bimbo Bakeries	Bread vendor for 26/27 school year	$300,000.00	Nutrition Services

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.3**

MEETING DATE: **05/12/2026**

SUBJECT: Notices of Completion

DEPARTMENT: Operations

ACTION REQUESTED:
The superintendent is recommending that the board approve the notices of completion.

RATIONALE/BACKGROUND:
The attached report lists notices of completion for public works, facilities and other projects for approval as required by board policy and state law.

ATTACHMENT(S):
1. Notices of Completion

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

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

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

Notices of Completion - Board of Education

Attachment 1

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Parker Landscape Development, Inc.	PO# VR25-11997 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition of the existing hardscape area, existing fencing, and asphalt area. Installing new fence line, paving and hardscape area for new play area for the ECE program. General alteration to site work and fencing, including accessible path of travel upgrades as required at Howe Avenue Elementary School, 2404 Howe Avenue, Sacramento, CA 95825, located in the San Juan Unified School District. Vendor: Parker Landscape Development, Inc.	04/09/2026	04/17/2026

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.4**

MEETING DATE: **05/12/2026**

SUBJECT: Surplus Property

DEPARTMENT: Fiscal Services

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

RATIONALE/BACKGROUND:
Board policy requires the superintendent or designee to identify to the board all items not needed by the district, their estimated value and recommended method of disposition. The attached report lists items currently identified as surplus property.

ATTACHMENT(S):
1. Surplus Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Laura Fry, Manager, Business Support Services
Joel Ryan, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Board of Education Agenda Item
Surplus Property

5/12/2026

Attachment 1

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Pupil Personal	Apple		Macbook	FVFFG6NHQ6L3	eWaste
Pupil Personal	Apple		iPad	HXJK83K8265D	eWaste
Pupil Personal	Apple		iPad	JY652YVHR2	eWaste
Pupil Personal	Apple		Macbook	FVFG95JYQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFG95KMQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFFG6VFQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFG90APQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFG90EFQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02GD9APML7H	eWaste
Pupil Personal	Apple		Macbook	C02JK4X7Q6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK370Q6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK43DQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK43UQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK44ZQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK4F6Q6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK4HEQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02JK4LBQ6L3	eWaste
Pupil Personal	Apple		Macbook	C02QJTFBG940	eWaste
Pupil Personal	Apple		Macbook	C02QJTJRG940	eWaste
Pupil Personal	Apple		Macbook	C02QJTKJG940	eWaste
Pupil Personal	Apple		Macbook	C02QJTN1G940	eWaste
Pupil Personal	Apple		Macbook	C02QJTN5G940	eWaste
Pupil Personal	Apple		Macbook	C02QJTNNG940	eWaste
Pupil Personal	Apple		Macbook	C02QJTP8G940	eWaste
Pupil Personal	Apple		Macbook	C02QJTQSG940	eWaste
Pupil Personal	Apple		Macbook	C17QG72WG940	eWaste
Pupil Personal	Apple		Macbook	C17QG79QG940	eWaste
Pupil Personal	Apple		Macbook	C17QG79SG940	eWaste
Pupil Personal	Apple		Macbook	C17QG79ZG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7A0G940	eWaste
Pupil Personal	Apple		Macbook	C17QG7A6G940	eWaste
Pupil Personal	Apple		Macbook	C17QG7AYG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7B5G940	eWaste
Pupil Personal	Apple		Macbook	C17QG7BAG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7BJG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7BKG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7CXG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7D6G940	eWaste
Pupil Personal	Apple		Macbook	C17QG7D9G940	eWaste
Pupil Personal	Apple		Macbook	C17QG7DBG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7DEG940	eWaste
Pupil Personal	Apple		Macbook	C17QG7DKG940	eWaste
Pupil Personal	Apple		iPad	DMRML4LQF182	eWaste
Pupil Personal	Apple		Macbook	FVFG91CEQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFG93NPQ6L3	eWaste
Pupil Personal	Apple		Macbook	FVFHX01WQ05F	eWaste
Pupil Personal	Apple		Macbook	FVFXXJHDJ1WK	eWaste
Pupil Personal	Apple		iPad	GQWQ20TCJY	eWaste
Pupil Personal	Apple		iPad	K46H5F27H4	eWaste
Pupil Personal	Apple		iPad	MGW47G9W4F	eWaste
Pupil Personal		TX323LL/A	Bert Ford Cart	A3CMN0158	eWaste
Pupil Personal			Charging Cow	1220305012	eWaste
Pupil Personal		VT595E	Projector	7X00587FH	eWaste
Pupil Personal	AVer		AVer Cart	S/N 411052107036	eWaste
Pupil Personal	AVer		AVer Cart	S/N 4110116080578	eWaste
Pupil Personal			Kenmore Refrigerator	BA44116992	Disposed
Mira Loma	Brother	TN730	Printer	U66888C2N741572	eWaste
Mira Loma	Brother	TN731	Printer	U66888F2N874878	eWaste
Mira Loma	HP	LaserJet pro	Printer	VNGL05952	eWaste
Mira Loma	MISC		2 Document Cameras	N/A	eWaste

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.5**

MEETING DATE: **05/12/2026**

SUBJECT: Gifts

DEPARTMENT: Administration

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

RATIONALE/BACKGROUND:
Acceptance of the following gifts:
Choices Charter School: from Shawn and Kori Moore: $750; from Doug and Kelly Strauch: $100; from Brian and Kate Gollos: $100; from Jahanshir and Gayle Javanifard: $1,000; from Cornell Cave: $40; from Lorrie Drotts: $50; from Roberto and Maria Espinoza: $100 - for Choices Charter Scholarship Fund.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.6**

MEETING DATE: **05/12/2026**

SUBJECT: Revisions to the Governance Handbook

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed revisions to the Governance Handbook.

RATIONALE/BACKGROUND:
The district's Board Governance Handbook was developed by board members. The handbook establishes the norms under which members of the board agree to engage in their responsibilities and provides clarity around practices and procedures.

Proposed changes to the handbook presented as part of this item reflect the board's direction on meeting norms given during the self-evaluation workshop held on March 26, 2026. They can be found in Appendix B.

ATTACHMENT(S):
1. Governance Handbook Draft

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/05/2026, 02/02/2026, 05/01/2026
Board of Education: 01/13/2026 (Discussion), 02/10/2026 (Action)

FISCAL IMPACT:
N/A

PREPARED BY: Trent Allen, APR, Chief of Staff

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

San Juan Unified
SCHOOL DISTRICT

Board of Education

Draft Governance Handbook

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Mission

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.

Vision

We will inspire each student to make a positive impact in their world by honoring the unique identity of each person and upholding inclusive and equitable practices that lead to individual and collective growth, achievement and educational justice.

Core Values

We value:

- **Belonging**
  We create a community that cultivates welcoming and inclusive environments with genuine respect for our diversity of cultures, identities and abilities.
- **Relevance**
  We design experiences and environments where each learner can explore and apply skills and knowledge that align with evolving careers and workplaces.
- **Voice**
  We honor and affirm all voices of our school community and encourage them to share their perspectives to help improve and shape what we do and how we do it.
- **Social and Emotional Intelligence**
  We build a culture that teachers, models and applies social and emotional intelligence in all interactions with each other.
- **Resilience**
  We create nurturing schools and programs that inspire each learner to continue to persevere, gain strength and develop the confidence to excel beyond challenges.
- **Championing**
  We support and advocate for those in our San Juan Unified community who are disproportionately impacted or marginalized by circumstances beyond their control.
- **Innovation**
  We embrace and encourage creative thinking and learning environments that transform ideas into actionable solutions.

Equity Lens

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 specific populations.

Academic Focus Areas

In addition to our continued commitment to high expectations and academic achievement for all students, the following focus areas, created in partnership with our students, families, staff and community will guide the work of the San Juan Unified School District:

1. Advance and Support Student Success
   Deliver high quality, equitable and supportive academic instruction and social-emotional learning for every student in preparation for post-secondary education, career and life.

2. Prioritize Equitable Practices
   Integrate our commitment to educational justice throughout San Juan Unified by ensuring all students, families and staff members have fair access, opportunity and resources to learn, grow and thrive regardless of background, identity or ability.

3. Enhance Employee Systems and Supports
   Innovate and strengthen systems to prioritize employee wellness and cultivate a thriving workforce.

4. Engage Students, Families and Community as Valued Educational Partners
   Expand meaningful engagement opportunities with students, families and community members to amplify all voices, provide equitable access, and create safe and welcoming environments throughout the district.

District Overview

Created in 1960 with the merger of six school districts, San Juan Unified School District has a rich tradition in providing all students with the opportunity for academic success and achievement.

The district serves a 75-square-mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River and Orangevale.

Today, San Juan Unified is the 8th largest school district in California with an expenditure budget of more than $500 million used to employ more than 5,000 individuals and to educate more than 40,000 students in our early learning, TK-12 and adult programs. More than 10,000 additional K-12 students are served in independent charter schools within the district.

The district consists of 33 elementary schools, eight K-8 schools, nine middle schools, nine comprehensive high schools, three special-education centers, three alternative schools, one adult-education center, two Early Childhood Education centers and one dependent charter.

The student population is diverse. During the 2023-2024 school year, the district's ethnic/racial makeup was: 0.5 percent American Indian or Alaskan Native, 25.7 percent Hispanic/Latino, 6.3 percent African American, 46.7 percent White, 11.2 percent Asian/Asian American, 0.7 percent Pacific Islander, .8 percent Filipino and 8 percent identify as two or more races.

Roles and Responsibilities of Board Members and the Superintendent

Board Roles

The role of the board is to provide each student with an education of the highest possible quality within the limits of financial support provided by the State of California. To accomplish this, board members are responsible for five roles identified by the California School Boards Association (CSBA):

- **Setting the direction** for the district by involving parents/guardians, community, students and staff, while focusing on student learning and achievement.

- **Establishing an effective and efficient structure** by employing the superintendent, developing and adopting policies, establishing academic expectations and adopting curriculum and instructional materials, establishing budget priorities and adopting the budget, providing safe and adequate facilities to support student learning, and setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.

- **Providing support to the superintendent and staff** by following standards of responsible governance, making decisions and providing resources that support district priorities and goals, upholding board policies and being effective spokespersons by being knowledgeable about district programs and goals.

- **Ensuring accountability** through evaluation of the superintendent; monitoring and evaluating policies; serving as a judicial and appeals body; monitoring student achievement and program effectiveness; approving, monitoring and adjusting district budgets; and monitoring the collective bargaining process.

- **Providing community leadership and advocacy** on behalf of students, the district's educational program, and public education in order to build support within the local school community and at the state and national levels.

Superintendent Roles

CSBA identifies the following standards and roles for superintendents working with the Board of Education:

- Promotes the success of all students and supports the efforts of the board to focus on student learning and achievement.
- Values, advocates and supports public education and all stakeholders.
- Recognizes and respects the different perspectives and styles of board members, staff, students, parents and community, ensuring the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the board's continuous professional development.
- Works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, common vision and positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the district's management team.
- Understands the distinctions between board and staff roles and respects the roles of the board as the representative of the community.
- Understands that the authority rests with the board as a whole, provides guidance to the board to assist in decision making, and provides leadership based on the direction of the board as a whole.

- Communicates openly with trust and integrity, including providing all board members with equal access to information, and recognizes the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

Board Norms

The governance team commits to accomplishing these standards and roles through:

- Focusing on all students
- Demonstrating respect
- Creating transparency
- Communicating openly
- Listening actively
- Keeping commitments
- Being collaborative
- Taking the time needed to govern effectively
- Encouraging everyone's ideas and points of view
- Balancing trustee area representation vs. districtwide responsibility
- Adherence to the Brown Act
- Engaging in professional learning as a board member

Trustee Areas and Representation

Board members are elected by the voters within their trustee area but serve the students, families and residents throughout the district's 75 square mile area. As such, board members should consider the impacts of decisions on all constituents when deliberating and take action in the best interest of the district as a whole rather than their specific trustee area. Unless specific to the election or trustee boundary designation processes, information prepared by staff will not delineate data specifically by trustee areas.

To facilitate strong community connections, board members are encouraged to build relationships with the organizations and residents within their trustee area in the manner they deem most appropriate and effective. As a courtesy, board members engaged in district business with organizations in another trustee area are encouraged to inform the board secretary and the board member representing the area.

Welcoming New Members

The board president meets with each newly elected member individually to provide a copy of the Governance Handbook, the schedule of meetings, the format for meetings and governance team operations.

The superintendent meets with each newly elected member to provide an overview of the district and to introduce cabinet members and other staff who will be communicating with the board.

District legal counsel will give newly elected members a copy of the Brown Act and inform them they must conform to its requirements immediately upon assuming office and/or at any time when the newly elected is acting on behalf of the district.

The governance team attends the swearing-in ceremony and reception for the newly elected members. Members are afforded the opportunity to engage in professional learning including but not limited to CSBA offerings. Prior to serving in an officer role, a member is expected to be enrolled in, and actively working to complete, CSBA's Master's in Governance program.

Annual Organizational Meeting

The annual organizational meeting will be held within the required 15-day period commencing on the second Friday in December.

At this meeting, the board shall

- Elect a clerk, vice president and president from its members.
- Establish the regular school board meeting dates and starting/ending times for the year.
- Appoint representatives to specific organizations and committees and
- Determine locations of board meetings (Board Bylaws 9320, 9140).

Speaking with a Common Voice

All public statements in the name of the board are made by the board president or, if appropriate, by the superintendent or superintendent's designee.

When speaking to community groups, the media or to the public, individual board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the board.

When a board decision is reached, all board members shall support that decision until it is amended or rescinded by board action. Any board member who may wish to criticize or oppose any specific board action should do so in an open board meeting.

Assigning Work to Staff

No individual member of the board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the superintendent.

Addressing Conflict Among Board Members

The governance team norms are designed to create an open, respectful, collaborative culture. Members will engage in dialogue while welcoming an open discussion with different points of view. Members will demonstrate an ability to disagree on issues without taking the disagreements personally, nor using social media or public platforms to showcase disagreements. Members will endeavor to maintain neutral body language and tone during deliberations.

School Visitations/Extracurricular Events

School visitations are encouraged to build understanding of the district's instructional programs, curriculum and communities. Board members should make appointments with the school principal prior to visiting a campus. The board member should also email the board administrative assistant, so the visit can be placed on the board calendar alerting other members to the visit as well as the superintendent. This may prevent one school from having numerous visits from different board members during a short period of time. During visits, members should be cautious of interrupting the learning environment.

Graduations

Graduation ceremonies honor the accomplishments of students and the contributions of their families, teachers and staff and other supporters. Each board member participates in the ceremony of the comprehensive high school(s) within their trustee area by certifying the class. Board members participate in the ceremonies of non-comprehensive high schools on a rotating basis.

Board Meetings

Board meeting materials

Board members will be provided with agendas and copies of all related backup materials for regular meetings at least 72 hours in advance and for special meetings at least 24 hours in advance. Members are responsible for reviewing all materials prior to the meeting to assist with an efficient and effective deliberative process.

To provide greater access and transparency to materials, the district is adopting a digital materials management platform. Upon request to the board assistant, members will be provided with devices, training, and/or assistance to access materials.

Placing Items on Board Agendas

Board members may request that matters be added to meeting agendas during the future agenda discussion, occurring during each regularly scheduled meeting. If majority of board members share an interest in the matter, the board president and superintendent shall determine if the topic is within jurisdiction of the board and schedule the item. Items that are not within the jurisdiction of the board cannot be agendized. The board president and superintendent may determine if a request is primarily for informational purposes and may fulfill such a request by providing the desired information as appropriate.

The Role of Board Members During Board Meetings

The authority to direct action rests solely with the full board during public board meetings. A majority vote provides direction to the superintendent. By carefully reviewing the board packet prior to the board meeting, board members can contact the superintendent for questions about an item. All members share a common responsibility to ensure the Brown Act is followed.

Individual Board Member's Request for Information, Materials or Action

It is important for trustees to be well informed, as oversight of the district is one of the main functions of the board. Trustees recognize that they have no power as individuals to direct staff actions, and that compiling information in response to trustee requests can take staff away from their day-to-day operations of schools and the district. An individual board member will – insofar as possible – let the superintendent and staff know ahead of time when a request for information will be made in a public meeting, so the staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a trustee shall be provided to all other trustees at the same time. Trustees should self-regulate the number of requests for information regarding issues not on the board agenda.

Board Meeting Guidelines

It is important to recognize that a board meeting is the time for the board to do their work in public view. We agree to keep our focus on the best interest of our students at all times. After staff input and public comment, board members are encouraged to ask questions and explain their thinking related to the topic at hand. The board president recognizes members who desire to speak, alternating, so that all members have the opportunity to speak. There is not a time limit or limit to the number of questions or comments that a board member may make, but each board member should be respectful of giving other members the opportunity to speak. Nothing in this section will preclude members from speaking multiple times until all discussion is concluded.

Unless a point is important to further understanding of the immediate discussion, the board president will allow all other members to speak first and then add their comments or questions.

The rules contained in Appendix A, "San Juan Unified Rules of Order," shall govern operations of board meetings unless they are in conflict with this handbook, board bylaws, state or federal law. Where there is a conflict of the same, state then federal law supersedes existing regulations and policies.

Board meetings are dedicated to allow the board to conduct its business. Should a disruption to a board meeting occur, the protocols outlined in Appendix C, "Board Meeting Disruptions" will be utilized.

Public Comments

Members of the public shall have an opportunity to address the board on any item of interest that is within the subject matter jurisdiction of the board (Education Code section 35145.4, Government Code section 54954.3). If the public comments on items not appearing on the posted board agenda, the board cannot take action or discuss the comments (Government Code section 54954.2), other than to briefly acknowledge the comments and, if desired, to ask staff for follow-up information.

Voting

A majority vote of all members of the board is necessary for the election of officers or for any other action by the board unless otherwise specified by law. Voting shall be by voice and the board administrative assistant records the votes by member, which is placed into the minutes of the meeting. Where a board member cannot participate audibly in the vote, they may submit their vote in writing during the public meeting.

Unless otherwise provided by law, affirmative votes by a majority of the board's membership are required to approve any action under consideration as allowable by quorum.

The board shall take no action outside of a public meeting except on those matters and under those conditions authorized for closed sessions (Government Code sections 54957, 54957.7; Board Bylaw 9323.2).

Voting No or Abstaining

Each trustee respects the right of other trustees to vote "no" on an issue. Everyone agrees it is a courtesy to the governance team to explain the reasons for the "no" vote, either during deliberation or before casting the vote.

A member may only abstain for these reasons: A member must recuse themselves from a vote if any one of the following is true: 1) the matter directly involves a close relative of the board member (Education Code section 35707); 2) the vote is to replace the board member's position on the board (Education Code section 35178); or 3) the matter involves a "remote interest(s)" as listed in Government Code section 1091. When any one of these conditions is met, a board member must recuse themselves by announcing their recusal when the topic is first announced for discussion and leaving the dais during the duration of discussion or action on that item. If a member was absent at a previous meeting, it is customary to abstain from voting on the approval of that meeting's minutes.

Quorum

A quorum is the minimum number of voting members who must be present at a properly called board meeting in order to conduct business in the name of the board and is established when a majority of the board members (at least four of the filled positions) are in attendance (Education Code section 35164, Board Bylaw 9323).

Additional Board Information

Board-appointed/Board-approved Committees

Board members appoint community members to committees as determined in committee bylaws. Newly elected board members will be given the option to appoint their own committee members or continue with the current appointments. Board members serve as the conduit between a board-appointed/board-approved committee and the board as a whole. Board members are not voting members of board-appointed/board-approved committees.

If a board member wants to attend a board-appointed/board-approved committee meeting of which they are not the board liaison, the board member should contact the board administrative assistant. This will eliminate the possibility of four or more board members being in attendance at the meeting.

Electronic Media

The Board of Trustees will use electronic media (e.g., email and texting) carefully to ensure that there is no violation of the Brown Act (Government Code sections 54950-54962). The Brown Act prohibits a majority of board members from exchanging information outside of a board meeting, or using a series of communications of any kind, directly or through intermediaries, to:

- discuss, deliberate, or take action on an item of business within the subject matter jurisdiction of the board,
- advance or clarify an issue,
- facilitate agreement or compromise or
- advance an ultimate resolution.

The board recognizes that by using "Reply All" in email responses, the email:

- becomes part of the deliberative process,
- creates a public record and
- inhibits opportunity for any other four board members to have a conversation on a topic.

Board members will be aware of, and follow, district policy as it pertains to electronic communication. The district is subject to requests for public documents as provided by the California Public Records Act (Government Code section 6250 et seq.). Public documents include emails, text messages and other correspondence from, and between, board members as well as from, and between, employees and board members, regardless of whether sent or received on district provided or personal devices or accounts.

Board members who engage constituents via social media are responsible for ensuring that opinions expressed are presented as their own and not those of the board and for following all applicable board policies and state and federal laws.

Complaints from Community/Staff

When an issue is brought to a board member, the board member will use active listening to hear what the complaint or issue is. Board members need to remain cognizant of their responsibility for judicial review, staff and student confidentiality and due process when talking with the complainant.

Restate what the complainant has said to ensure that you have heard the information correctly. Ask the person what they would like the board member to do with the information and what the individual would like to see as a possible solution. Explain that you will be sharing the information with the superintendent. Redirect the complainant to communicate with appropriate personnel and utilize the appropriate complaint procedure. Ask the individual to follow up if the problem isn't resolved. Notify the superintendent as soon as possible with details of the complaint.

In order to support a positive working relationship among the San Juan Unified School District Board of Education, the staff, students and the community, we have reviewed and agreed to the norms and protocols outlined in the 2026 Governance Handbook. We shall renew these agreements annually.

Affirmed on this 12th day of May 2026. ~~*10th day of February 2026.*~~

Ben Avey, Member
San Juan Unified School District
Board of Education

Nick Bloise, Member
San Juan Unified School District
Board of Education

Pam Costa, Member
San Juan Unified School District
Board of Education

Zima Creason, Member
San Juan Unified School District
Board of Education

Tanya Kravchuk, Member
San Juan Unified School District
Board of Education

Manuel Perez, Member
San Juan Unified School District
Board of Education

Abid Stanekzai, Member
San Juan Unified School District
Board of Education

Melissa Bassanelli, Secretary
San Juan Unified School
District Board of Education

San Juan Unified Rules of Order

San Juan Unified's Board of Education and committees that operate under the Brown Act or Greene Acts utilize the following rules to govern operations during meetings of their bodies. District policy including administrative regulations and board policy as well as state and federal laws shall take precedence if in conflict with these rules.

Amendments and Updates

These rules are based on Rosenberg's Rules of Order (as published by the League of California Cities) designed for municipalities and civic organizations with modifications to meet the specific needs, practices and interests of the district. In connection with updates to the district's Board Governance Handbook, district staff shall review any updates to Rosenberg's Rules of Order to consider for adoption.
The Board of Education shall approve all proposed changes to these rules before they become effective.

The Role of the Chair

It is the responsibility of all members to understand the rules of parliamentary procedure, but it is the role of the chair to apply the rules to the operations of the meeting. The chair is supported in this function by staff as appropriate for the meeting body.
As the chair has a larger role in the operation of the meeting, it is a courtesy that they offer comment on a matter before the body after other members and should refrain from making or seconding a motion unless convinced other members will not do so at that point in time.

The Basic Format for an Agenda Item Discussion

A meeting is governed by the agenda and the agenda constitutes the body's agreed-upon roadmap for the meeting. Each agenda item can be handled by the chair in the following basic format:

1) The chair should announce the agenda item number and subject and then invite the appropriate person(s) to report on the item, including any recommendations they may have.
2) Following the presentation, the chair should open public comment following the body's public comment procedure. Speaking times for public comment are limited to 2 minutes per speaker. Total time for public speaking on a public item is determined by each body's bylaws. If the item is a public hearing, the chair must open the public hearing before beginning public comment and close the public hearing upon conclusion of speakers.
3) The chair should ask members of the body if they have questions or comments regarding the item. Members may ask questions of the presenters and other members or offer comments for consideration. The chair should offer questions or comments after other members have had an opportunity. At the discretion of the chair, members may have additional opportunities to offer questions or comments.
4) Upon conclusion of discussion and questions by members, or as appropriate, the chair should invite a motion. The chair should announce the name of the member who makes the motion.
5) The chair should ask for a second to the motion. The chair should announce the name of the member who seconds a motion. All motions require a second.
6) The chair should check to make sure everyone understands the motion. This can be done by:
    a. The chair asking the maker of the motion to repeat it;
    b. The chair can repeat the motion; or
    c. The chair can ask the individual taking minutes to repeat the motion.
7) The chair should then invite discussion on the motion before the body. If no discussion is offered, or after discussion has ended, the chair should announce the body will vote on the motion.

8) The chair takes a vote by asking for the "ayes" and then asking for the "nays." If members have not yet voted, then the chair should ask for "abstentions."
9) The chair should announce the result of the vote and the action the body has taken.

Motions

Motions are the vehicles for decision-making by a body. A member makes a motion by preceding the member's desired approach with the words, "I move…" The chair usually calls for a motion by inviting members of the body to make a motion, by suggesting a motion that another member then moves or by making the motion themselves. (Note: Chairs should refrain from making motions or seconding motions unless other members of the body do not offer.)

Types of Motions

Basic Motion – The basic motion is one that puts forward a decision for the body's consideration. A basic motion might be: "I move that we create a five-member committee to plan our event." A motion must have a second to be considered by the body.

Motion to Amend – If a member wants to change a basic motion that is before the body, they would move to amend it. A motion to amend might be: "I move that we amend the motion to have a 10-member committee."

Substitute Motion – If a member wants to completely do away with the basic motion that is before the body, and put a new motion before the body, they would move a substitute motion. A substitute motion might be: "I move a substitute motion that we cancel the event this year."

"Motions to amend" and "substitute motions" are often confused, but they are quite different, and their effect (if passed) is quite different. A motion to amend seeks to retain the basic motion on the floor but modify it in some way. A substitute motion seeks to throw out the basic motion on the floor and substitute a new and different motion for it. The decision as to whether a motion is really a "motion to amend" or a "substitute motion" is left to the chair. So if a member makes what that member calls a "motion to amend," but the chair determines that it is really a "substitute motion," then the chair's designation governs.

A "friendly amendment" is a practical parliamentary tool that is simple, informal, saves time and avoids bogging a meeting down with numerous formal motions. It works in the following way: In the discussion on a pending motion, it may appear that a change to the motion is desirable or may win support for the motion from some members. When that happens, a member who has the floor may simply say, "I want to suggest a friendly amendment to the motion." The member suggests the friendly amendment, and if the maker and the person who seconded the motion pending on the floor accept the friendly amendment, that now becomes the pending motion on the floor. If either the maker or the person who seconded rejects the proposed friendly amendment, then the proposer can formally move to amend.

A "motion to reconsider" is a special and unique motion. Once a vote is taken by a body it is considered final and can only be reopened if a motion to reconsider is made and passed. A motion to reconsider requires a majority vote to pass like other basic motions, but there are two special rules that apply only to motions to reconsider. First, a motion to reconsider must be made at the meeting where the item was first voted upon. (This requirement can be suspended if motioned to do so and approved by a two-thirds majority.) Second, the motion to reconsider may only be made by certain members of the body. Accordingly, a motion to reconsider may only be made by a member who voted in the majority on the original motion. Any member may second the motion including those who voted in the minority. If the motion to reconsider passes, the original matter is back before the body and the new original motion is in order. The matter may be discussed and debated as if it were on the floor for the first time.

Multiple Motions Before the Body

There can be up to three motions on the floor at the same time. The chair can reject a fourth motion until the chair has dealt with the three that are on the floor and has resolved them to avoid confusion. All motions must have been moved and seconded to be valid for consideration by the body, this includes basic motions, motions to amend and substitute motions.

When there are two or more motions on the floor (which have all been moved and seconded) the vote should proceed *first* on the *last* motion that is made. For example, consider that 1) a basic motion is made followed by 2) a motion to amend and then 3) a substitute motion. The chair would first call for discussion and vote on the third motion, the substitute motion. If the substitute motion is approved, it replaces the basic motion and renders the motion to amend invalid and voting is over. If the substitute motion fails, the chair would then call for discussion and vote on the motion to amend. If approved, the amended motion would be considered for vote. If the amendment fails the original motion is then considered.

Debate on Motions

Most motions are subject to discussion and debate by the body as long as members wish to discuss the item. Discussion remains open until such time that the chair determines it is time to move on and take action. There are exceptions when a motion is *not debatable,* and a chair must take an immediate vote if the motion is made and receives a second:

Motion to Adjourn – This motion, if passed, requires the body to immediately adjourn to its next regularly scheduled meeting. It requires a simple majority vote.

Motion to Recess - This motion, if passed, requires the body to immediately take a recess. Normally, the chair determines the length of the recess which may be a few minutes or several hours. It requires a simple majority vote.

Motion to Fix the Time to Adjourn - This motion, if passed, requires the body to adjourn the meeting at the specific time set in the motion. It requires a simple majority vote.

Motion to Table – This motion, if passed, requires discussion of the agenda item to be halted and the agenda item to be placed on "hold." The motion can contain a specific time in which the item can come back to the body, or the motion can contain no specific time for the return of the item. If no specific time is included in the motion, those individuals responsible for setting the body's agenda shall identify when the item returns for consideration by the body. Motions to table require a simple majority vote.

Motion to Limit Debate – The most common form of this motion is to say, "I move the previous question" or "I move the question" or "I call the question." As a practical matter, when a member uses one of these phrases, the chair can expedite matters by treating it as a request rather than as a formal motion. The chair can simply inquire of the body "any further discussion?" If no one wishes to have further discussion, the chair can go right to the pending motion that is on the floor. However, if even one person wishes to discuss the pending motion further, then at that point, the chair should treat the call for the "question" as a formal motion and proceed to it. Motions to limit debate require a two-thirds vote.

Majority and Super Majority Votes

All motions require at least a simple majority vote. A tie vote means the motion fails. For example, in a seven-member body, a vote of 4-3 passes a motion. A vote of 3-3 with one abstention means the motion fails. If one member is absent and the vote is 3-3 the motion still fails.

There are exceptions when a motion requires a super majority vote:

Motion to Limit Debate - This motion ends debate on a motion before the body and requires a two-thirds vote to be approved.

Motion to Close Nominations – A motion to close nominations for officers (such as the chair) effectively cuts off the right of the minority to nominate officers and it requires a two-thirds vote to pass.

Motion to Object to the Consideration of a Question - Normally, such a motion is unnecessary since the objectionable item can be tabled or defeated straight up. However, when members of a body do not even want an item on the agenda to be considered, then such a motion is in order. It is not debatable, and it requires a two-thirds vote to pass.

Counting Votes

Quorum is determined by the body's bylaws or other governance documents.
All motions must receive a second and an "aye" vote by a majority of the body to be adopted.
Abstentions votes can be used to meet quorum requirements but are not calculated in determining the outcome of the vote.

Courtesy and Decorum

Debate and discussion should be focused, but free and open. In the interest of time, the chair may, however, limit the time allotted to speakers, including members of the body. A member cannot generally interrupt a speaker however there are a few exceptions:

Privilege – A member can call for a "point of privilege." The chair should then interrupt to ask the interrupter to state their point. Appropriate points of privilege relate to anything that would interfere with the normal comfort of the meeting. For example, the room may be too hot or too cold, or a blowing fan might interfere with a person's ability to hear.

Order – A member can call for a "point of order." Again, the chair would ask the interrupter to "state your point." Appropriate points of order relate to anything that would not be considered appropriate conduct of the meeting. For example, if the chair moved on to a vote on a motion that permits debate without allowing that discussion or debate.

Appeal – If the chair makes a ruling that a member of the body disagrees with, the member may appeal the ruling of the chair. If the motion is seconded, and after debate, if it passes by a simple majority vote, then the ruling of the chair is deemed reversed.

Call for Orders of the Day – This is simply another way of saying "return to the agenda." If a member believes that the body has drifted from the agreed-upon agenda, such a call may be made. It does not require a vote, and when the chair discovers that the agenda has not been followed, the chair simply reminds the body to return to the agenda item properly before them. If the chair fails to do so, the chair's determination may be appealed.

Withdraw a Motion – During debate and discussion of a motion, the maker of the motion on the floor, at any time, may interrupt a speaker to withdraw his or her motion from the floor. The motion is immediately deemed withdrawn, although the chair may ask the person who seconded the motion if he or she wishes to make the motion and any other member may make the motion if properly recognized.

Meeting Norms

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals.
- We will respect differences and show respect.
- *When everyone shares their opinions, we make better decisions.* ~~All team members are encouraged to offer their ideas and resources.~~
- We will wait to speak until a team member has finished talking.
- We will listen actively to all ideas in order to enhance understanding.
- We will model inclusivity and be inclusive of each other.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will respect differences, show respect and never dismiss or devalue others.
- *When we have a difference of opinion, we will debate the facts of the situation and avoid addressing personalities. We will address process, not personalities.*
- We will build upon the ideas of others and look for common ground.
- We will address all issues and concerns openly with each other without assumptions or bias.
- We will come prepared for meetings by reading all materials in advance and having pre-conversations with the Superintendent or possibly other staff when appropriate.

Protocols in Case of Meeting Disruption

Protocols in Case of Meeting Disruption
Meetings are to be conducted in an efficient and orderly manner that facilitates the work of the meeting body and the appropriate participation of students, staff and members of the public. These protocols are developed to create a shared understanding of what constitutes a disruption to a meeting and how staff should respond.

What is a Disruption?
Members of the public have a right to attend open meetings (Board of Education and board appointed committees) and offer comments on matters before the body.

To be deemed a disruption, an attendee's engaged in behavior, during a meeting, that actually disrupts, disturbs, impedes or renders infeasible to the orderly conduct of the meeting. This disruptive behavior must impede the orderly conduct of the meeting can include, but is not limited to, failing to comply with reasonable and lawful regulations of the legislative body as well as behavior that constitutes use of force or a true threat of force.

To be deemed a true threat of force, the behavior must be such that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat.

Response – Removing an Individual or Group
1) It is the role of the board president to determine if attendees are disrupting the meeting. S/he may consult with the superintendent or legal counsel in making a determination.
   a) If the disruption is NOT a true threat of force, the board president will warn the individual that their behavior is disrupting the meeting and that their failure to cease their behavior may result in their removal. If the individual continues to be disruptive, the board president can ask for the individual(s) to be removed. (Gov. Code Sec. 54957.95)
   b) If the disruption IS a true threat of force, the board president may immediately ask for the individual to be removed. (Gov. Code Sec. 54957.95)
2) To remove the individual, the board president will inform them that their behavior continues to be disruptive or constitutes a threat and instruct the individual to leave the premises. If the individual does not leave the room, security staff will approach the individual to encourage their compliance.

Response
If an individual or group continues to be disruptive and does not comply with the board president's directive to leave the meeting, the following actions will be taken:

1) At the discretion of the board president or upon motion and vote of approval by the board as a whole, the meeting will be recessed due to disruption. Where there is a true threat of violence, the board president may unilaterally call a recess without a motion to the board.
2) The board should return to the dais after the determined recess period. If the situation has calmed, the board president will resume the meeting. If the situation continues to be disruptive to the orderly operation of the meeting, the board president will proceed to scenarios outlined below.

Clearing the Room
In instances when a true threat of force has been used by a participant, the meeting room may be cleared at the order of the board president or by a majority vote of the board. (A recess is not required to occur before taking this step but is recommended. Disruption to the meeting should be ongoing and pervasive to take this action and a true threat of force must occur.)

Upon an ongoing and significant disruption to the orderly operation of the meeting (i.e., a true threat of force), the board president may order, or any board member may motion, for the room to be cleared while the board recesses.

If the true threat continues, the board president may continue without attendees physically present in the room. In this limited instance, the public must have the ability to participate in the meeting remotely and/or reschedule the meeting to be in-person when orderly conduct may take place.

Postponing the Meeting

Similar to clearing the room, the meeting may be adjourned until a future date if deemed necessary to conduct safe and orderly operations that allow for public participation. This action should also only be taken if significant, ongoing and pervasive disruption occurs at a meeting.

Upon an ongoing and significant disruption to the orderly operation of the meeting, any board member may motion to recess the meeting until a time in the future. Upon a second of the motion and majority vote, the board president shall adjourn the meeting. The board president may also order adjourn at their discretion.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **H.7**

MEETING DATE: **05/12/2026**

SUBJECT: Arcade Middle School Portable Classrooms Project CEQA Notice of Exemption and Categorical Exemption

DEPARTMENT: Operations

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) notice of exemption and categorical exemption for the Arcade Middle School portable classrooms project.

RATIONALE/BACKGROUND:
The Arcade Middle School portable classroom project consists of installing two portable classroom buildings (two new classrooms) within the existing Arcade Middle School Campus, along with associated minor grading and paving, and minor improvements to restroom facilities and drinking fountains in two existing school campus buildings. The new portable classrooms will be designed to meet requirements of the Division of the State Architect (DSA). Minor underground on-site utility improvements will be installed, as needed, to service the new portable classroom buildings.

ATTACHMENT(S):
1. Arcade Middle School Portable Classroom Project CEQA Notice of Exemption and Categorical Exemption

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
NOTICE OF EXEMPTION, CALIFORNIA ENVIRONMENTAL QUALITY ACT

To: Office of Planning and Research
1400 Tenth Street, Room 100
Sacramento, CA 95814

Sacramento County Clerk/Recorder
3636 American River Drive, Suite 110
Sacramento, CA 95864

Project Title: Arcade Middle School Portable Classrooms Project

Project Address: 3500 Edison Avenue, Sacramento, CA 95821

Project Location: Sacramento, CA **County of:** Sacramento

Project Description: The project consists of installing two portable classroom buildings (two new classrooms) within the existing Arcade Middle School Campus, along with associated minor grading and paving, and minor improvements to restroom facilities and drinking fountains in two existing school campus buildings. The new portable classrooms will be designed to meet requirements of the Division of the State Architect (DSA). Minor underground on-site utility improvements will be installed, as needed, to service the new portable classroom buildings.

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

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

Exempt Status: (check one)

_____	Ministerial Project (Section 21080[b][1]; 15268)
__X__	Categorically Exempt (Section 15314)
_____	Declared Emergency (Section 21080[b][3]; 15269[a])
_____	Emergency Project (Section 21080[b][4]; 15269[b][c])
_____	Statutory Exemption (Public Resources Code Section 21080.35)
_____	The project clearly will not have a significant effect on the environment (15061[b][3])

Reasons why project is exempt: CEQA Guidelines Sections 15300–15332 include a list of classes of projects that have been determined not to have a significant effect on the environment and that are categorically exempt from the provisions of CEQA.

The project is exempt under the following section of the CEQA Guidelines: 15314 (Class 14–Minor Additions to Schools). The project meets the conditions for a categorical exemption described in this section of the CEQA Guidelines, as explained below.

(1) Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.

The project will provide additional temporary classrooms. The existing school capacity is 650 students. The two new portable buildings would provide two additional classrooms, thereby increasing the school's capacity by 51 additional students, for a total of 701 students. This would represent an increase of 7.8 percent. Therefore, the project would neither increase the original student capacity by 25 percent, nor by 10 classrooms.

(2) ***The project is consistent with applicable general plan designation, applicable policies, and applicable zoning designation and regulations*****.**

The Arcade Middle School campus is zoned as RD-20 (Multiple Family Residential) and the Sacramento County General Plan land use designation is MDR (Medium-Density Residential). The Arden-Arcade Community Plan land use designation is RD-20/PQP (Public/Quasi-Public). Pubic, K–12 schools are a permitted primary use on parcels zoned RD-20 under the Sacramento County Zoning Code. The County's zoning implements the General Plan.

(3) The project site has no value as habitat for endangered, rare, or threatened species.

The project site is fully developed as a school campus. In 2023–2024, the Arcade Middle School Campus underwent a modernization project that involved demolishing the existing school campus facilities and constructing a new middle school. The former turf grass athletic field at the southern end of the campus, along with landscape trees that were present along the southern property line, were removed during the school modernization project. The proposed location for the two portable classrooms is immediately adjacent to, and west of the largest new classroom building next to the southern property boundary. The site was previously graded and used as a construction staging area. The project site does not contain any sensitive habitat or habitat for special-status species. Furthermore, surrounding land uses consist of development in the form of paved roadways, single-family and multi-family residences, businesses, and a hotel. Thus, the project site has no value for endangered, rare, or threatened species.

Exceptions to the Exemptions

Certain exceptions to the use of a categorical exemption are found in CEQA Guidelines Section 15300.2. The District has determined that the project is not subject to any of these exceptions for the reasons discussed below.

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

This exception only applies to Classes 3, 4, 5, 6, and 11. The proposed project is exempt under the Class 14 Categorical Exemption. These classifications do not apply to this project; therefore, this exception is not discussed further.

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

The project is minor in size and scope, involving the installation of two portable classroom buildings (totaling approximately 1,920 square feet) on the existing developed school campus; the Arcade Middle School Campus underwent an extensive modernization project in 2023–2024 that included grading and excavation at the project site; and the Arcade Middle School Campus is surrounded by existing urban development. Therefore, the project would not contribute to any cumulative environmental impacts due to the small size of the project and the lack of significant environmental impacts.

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

There are no unusual circumstances at the project site or part of project operations that would result in significant effects on the environment. The project site is currently developed with an existing school campus and would continue to be used as a school. The project would be constructed within the existing school campus in an area that was previously graded and used for construction staging and installation of underground utilities.

As noted above, the former turf grass athletic field at the southern end of the school campus, along with landscape trees that were present along the southern property line, were removed during the 2023–2024 school modernization project. Thus, there would be no potential impact related to sensitive species, habitats, or conflicts with the County's tree preservation ordinance.

Investigations related to potential cultural and tribal cultural resources at the Arcade Middle School Campus were conducted in 2022 for the Initial Study associated with the modernization project, and there was no evidence that any such resources were present at the project site.[1] During the construction process associated with the modernization project in 2023–2024, no cultural or tribal cultural resources were encountered. The portable classrooms would be placed in an area that was previously graded and used for construction staging and installation of underground utilities. Thus, there would be no potential impact related to cultural or tribal cultural resources.

As discussed in the Initial Study associated with the prior Arcade Middle School modernization project[2], in the northcentral portion of the campus, there was a former hazardous materials site that involved soil contamination from an old 600-gallon diesel underground storage tank (UST) that was used to fill a former boiler. The UST was underground within a small, fenced courtyard (off limits to students) and surrounded by buildings, and the UST was closed in place in accordance with Sacramento County Environmental Management Department (SCEMD) requirements, which included UST cleaning and filling with a concrete slurry in 2000. During the construction process associated with the modernization project in 2023–2024, the UST was removed and soil samples were collected. Soil around the UST was excavated and removed, and replaced with clean fill dirt in 2024. The former UST pit was then covered with clean fill, aggregate, sand, and asphalt, and now serves as the school campus bus loop and parking area.[3] The case was closed by the SCEMD in 2025.[4] Thus, there is no environmental or human

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[1] AECOM. 2022. Arcade Middle School Initial Study/Proposed Mitigated Negative Declaration (IS/MND). State Clearinghouse No. 2022090406. Available: https://ceqanet.lci.ca.gov/2022090406.

[2] Ibid.

[3] AECOM. 2026. UST Closure Memorandum, Arcade Middle School UST Closure PCIP No R00-012, located at 3500 Edison Avenue, Sacramento, Sacramento County, California, 95821. October 4, 2024. Available: https://geotracker.waterboards.ca.gov/profile_report.asp?global_id=T0606792020.

[4] Sacramento County Environmental Management Department. 2025. Case Closure Letter, Local Oversight Program (LOP) Site No. F560; RO0001422 Arcade Fundamental School 3500 Edison Ave, Sacramento, CA. March 4, 2025. Available: https://geotracker.waterboards.ca.gov/profile_report.asp?global_id=T0606792020.

health hazard, and no impact, associated with the former UST, which was located approximately 450 feet northeast of the proposed portable classroom site.

There are no areas of severe geologic constraints (the project site is flat), flooding hazards, or wildfire hazards on the existing developed school site.[5] Views of the portable classroom buildings would be blocked from public views available on both Watt Avenue and Edison Avenue due to intervening on-site school and off-site multi-family residential buildings. Furthermore, the portable classroom buildings would be visually consistent with similar portable buildings on other school campuses in the area.

The project site is already served by existing water, sewer, stormwater drainage, and electrical utilities, and only minor excavation for connection with the existing systems would be implemented, as necessary, to ensure the quality of long-term service for the new portable classrooms.

The proposed construction effort is not large enough to result in significant short-term air quality, greenhouse gas, or traffic impacts. The project would implement Sacramento Metropolitan Air Quality Management District Basic Construction Emission Control Practices during construction, which include watering of exposed surfaces for dust control, minimizing idling time to 5 minutes, and covering all exposed surfaces. No roads would be closed during construction, and equipment would be parked on the project site.

Project-related construction activities would comply with the Sacramento County Noise Ordinance (Sacramento County Code Chapter 6.68), which limits construction-generated noise to the daytime hours.

Because the project would not substantially increase student capacity (two additional classrooms) and does not include any new outdoor sports fields, project operations would result in similar low levels of long-term air quality, greenhouse gas, traffic, and noise impacts that are currently generated by the existing school.

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

The project site is not visible from any state- or locally-designated scenic highway. The closest designated scenic highways to the school site are State Route 160 near Freeport, which is approximately 13 miles to the southwest, and the Garden Highway, which is approximately 5.5 miles to the southwest.

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

Please see (c), above, for a detailed discussion related to the closed hazardous materials site at the Arcade Middle School Campus[6], which was located approximately 450 feet northeast of the proposed portable classroom site and has been fully remediated.

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[5] AECOM. 2022. Arcade Middle School Initial Study/Proposed Mitigated Negative Declaration (IS/MND). State Clearinghouse No. 2022090406. Available: https://ceqanet.lci.ca.gov/2022090406.

[6] State Water Resources Control Board. 2026. GeoTracker. Available: https://geotracker.waterboards.ca.gov/profile_report.asp?global_id=T0606792020.

Project-related activities would involve the use and temporary storage of small amounts of hazardous substances necessary for the operation of construction equipment, such as fuels, lubricants, and oils, as well as small amounts of paint and solvents. All materials are required to be used and stored in compliance with local, State, and federal ordinances, laws, regulations and policies related to hazardous materials. None of the substances would be acutely hazardous.

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

The proposed project involves the installation of two portable classroom buildings and associated minor grading and paving at the Arcade Middle School campus, along with restroom upgrades inside two existing school buildings. As discussed above, the Arcade Middle School Modernization Project took place at the school campus in 2023–2024, during which time the existing school buildings were demolished. The former school buildings were not historical resources[7], and the current buildings on the project site were constructed in 2023–2024. Thus, there are no historical resources at the project site.

Lead Agency:	San Juan Unified School District		
Contact Person:	Nicholas Arps	**Telephone:**	(916) 944-9488
Address:	5320 Hemlock Street, Sacramento, CA 95841		
Signature:		**Date:**	
Title:	Director of Facilities, Construction & Modernization		

[7] AECOM. 2022. Arcade Middle School Initial Study/Proposed Mitigated Negative Declaration (IS/MND). State Clearinghouse No. 2022090406. Available: https://ceqanet.lci.ca.gov/2022090406.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **J.1**

MEETING DATE: **05/12/2026**

SUBJECT: **Literacy Update (Dale) - 7:25 p.m.**

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:
Report: The superintendent is recommending that the board review a report regarding the district's literacy curriculum, instruction, and professional learning in grades TK-2.

RATIONALE/BACKGROUND:
The purpose of this report is to provide the board with an update on TK-2 literacy teaching and learning in San Juan Unified. Over the course of the school year, the Professional Learning and Curriculum Innovation Department, in partnership with school sites, has implemented a host of actions to advance science of reading practices in alignment with Board of Education Literacy Resolution No. 4222, adopted on September 23, 2025.

These strategies include:

- Purchasing supplemental instructional resources aligned with the science of reading
- Providing professional learning opportunities focused on the different components of the science of reading
- Developing site leaders' knowledge around the science of reading
- Leveraging assessments to identify and respond to student needs
- Engaging family and community partners

Current achievement data from i-Ready indicate that progress is being made. Cohorted data for first and second grade students show an increase of 1.55% for students reading at or above grade level. Non-cohorted data for first and second grades show an increase of 2.77% for students reading at or above grade level.

ATTACHMENT(S):
1. Presentation

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional and Student Services Committee: 09/17/2025

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 09/23/2025
Superintendent's Cabinet: 09/15/2025, 05/01/2026

FISCAL IMPACT:
LCFF supplemental: $620,970.49
Title II: $50,768.86
Instructional Materials Fund (locally restricted): $226,167.72
Educator Effectiveness Block Grant: $122,032.86
One-time restricted funds: $479,797
Total: $1,499,736.93

PREPARED BY: Heather Brandt, Program Specialist, Professional Learning and Curriculum Innovation
Nicole Kukral, Director, Professional Learning and Curriculum Innovation

APPROVED BY: Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools

San Juan Unified SCHOOL DISTRICT

San Juan Unified

Literacy Update

Board of Education
May 12, 2026

1

San Juan Unified SCHOOL DISTRICT

Our Focus Today

Celebrate

Update & Next Steps

Celebrate Growth

Celebrating growth from Winter to Winter i-Ready scores and examining areas of need.

Update & Next Steps

Sharing what we've accomplished since September and what we are planning for next.

2

Non-Cohorted Early Literacy Growth by Subgroup

San Juan Unified SCHOOL DISTRICT

This data shows how **all** students in 1st and 2nd grade grew this year. (Winter 2025 to Winter 2026)

All	White	African American	Hispanic	Students with Disabilities	Foster	Homeless	Socioeconomically Disadvantaged	English Learner
+2.77%	+3.4%	+3.3%	+5.0%	+0.6%	-18.2%*	+9.6%	+3.1%	+5.2%

*Small population group

3

Cohorted Early Literacy Growth by Subgroup

San Juan Unified SCHOOL DISTRICT

This data shows how the **same** students grew year to year. (Winter 2025 to Winter 2026)

All	White	African American	Hispanic	Students with Disabilities	Foster	Homeless	Socioeconomically Disadvantaged	English Learner
+1.55%	+3.0%	-4.0%	+0.2%	-0.3%	0.0%*	+7.2%	+1.4%	+1.4%

*Small population group

4

San Juan Unified's Commitments in the Literacy Resolution

San Juan Unified SCHOOL DISTRICT

1. Designing and Allocating Educational Resources and Supports
2. Ensuring Equitable Access to Instructional Materials and Practices
3. Developing and Empowering Literacy Leaders
4. Utilizing a Comprehensive Assessment System to Inform Instruction
5. Addressing Individual Student Needs through Data-Driven Systems and Support Structures
6. Engaging Family and Community Partners
7. Recruiting, Retaining, and Training Highly-Qualified Educators

5

Instructional Materials and Professional Learning

San Juan Unified SCHOOL DISTRICT

- Provided a variety of professional learning opportunities to promote evidence-based practices aligned to the science of reading
- Used $250,000 of one-time funds to provide supplemental instructional resources to support the implementation of the science of reading
- Facilitated communities of practice to promote educator collaboration in several science of reading-aligned areas of focus
  - Language Essentials for Teachers of Reading and Spelling (LETRS)
  - Adolescent Literacy
  - Literacy Liaisons

6

Principal Professional Learning

San Juan Unified SCHOOL DISTRICT

- Provided support and resources to assist them with the smooth implementation of the reading difficulties screener
- Facilitated collaborative learning sessions so that they can more effectively understand and respond to mClass data
- Collaborated with the MTSS team on a monthly Lunch and Learn series to continue to build their understanding of science of reading

7

Comprehensive Assessment System to Inform Practitioner Instruction

San Juan Unified SCHOOL DISTRICT

- Fully implemented mClass DIBELS across K-2
- Provided professional learning to support both the implementation of mClass DIBELS and the use of data to inform instruction
- Expanded the use of mClass DIBELS to grades 3-8 at 25 schools, including a commitment to screen students 3 times per year
- Over 50% of first and second grade teachers administered DIBELS more than once

8

Creating the Conditions to Respond to Data

- Leveraged screener data to help schools create systems to monitor student progress
- Provided professional learning for the use of University of Florida Literacy Institute (UFLI) reader and teacher development materials, a supplemental phonics resource
- In collaboration with MTSS, supported the use of instructional resources, such as decodable texts, to respond to student data
- The MTSS team provided professional learning at sites and a book study for principal and teacher teams to support the implementation of evidence-based intervention systems

9

Engaging Family and Community Partners

- Participated in regional partnership opportunities
  - Sacramento County READS
  - Sacramento County Office of Education (SCOE) ELA/Literacy Network
  - SCOE Reading Difficulties Screener Network
- Provided resources for families in response to the screener results through Home Connect letters
- Literacy-focused FACE Family Conference
- Launched “Raising a Reader” at 14 high-density schools to build literacy skills at home
- Internal staff taught literacy course for Alder Graduate School of Education to ensure that teacher residents have a strong background in the science of reading

10

Next Steps

- Continue to strengthen and expand the work that has been highlighted
- Respond to disproportionate reading achievement data, specifically targeting African-American students and students with disabilities
- Sharpen the district goal for literacy achievement for 2026-27
- Begin the process to adopt science of reading-aligned core instructional materials
- Develop partnerships with higher education institutions
- Explore more options to build partnerships with community organizations

11

Questions?

12

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **J.2**

MEETING DATE: **05/12/2026**

SUBJECT: **Citrus Heights Schools Update (Townsend-Snider) - 7:45 p.m.**

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:
Report: The superintendent is recommending that the board hear an update on Citrus Heights schools and efforts to strengthen community and city partnerships.

RATIONALE/BACKGROUND:
This presentation provides an update to ongoing efforts to align San Juan Unified School District and City of Citrus Heights priorities and leverage partnerships to support Citrus Heights schools. This work is grounded in multiple measures of data, and reflects a comprehensive effort to improve academic achievement, strengthen school climate and safety, increase family and community engagement, and expand access to programs.

The report also provides an overview of current initiatives, coordinated site and district actions, and student outcomes for schools in the Citrus Heights area. These efforts are guided by continuous improvement practices, with school and city leadership using evidence to monitor progress and refine strategies, resulting in more connected and student-centered schools in the Citrus Heights community.

ATTACHMENT(S):
1. Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/01/2026

FISCAL IMPACT:
N/A

PREPARED BY: Cassandra Bennett Porter, M.Ed., Director, Elementary & P-8 Schools
Holly Cybulski, M.Ed., Director, Elementary & P-8 Schools
Amberlee Townsend-Snider, Asst. Superintendent, Elementary Education & Programs

APPROVED BY: Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools

San Juan Unified SCHOOL DISTRICT

CITRUS HEIGHTS
Solid roots. New growth.

Citrus Heights Schools Update
Continuing to Strengthen Community and City Partnerships

San Juan Unified School District
Board of Education
May 12, 2026

1

Student Success in Citrus Heights

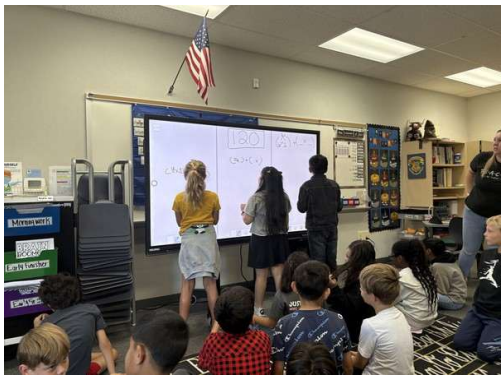
Current focus areas:

- Improve academic outcomes
- Improve communication
- Increase partnerships and community engagement
- Enrollment campaign
- Facility updates

2

Actions to Support Academic Achievement

- Vertical Network Walks
- Citrus Heights Collaborative
- Class Size Reduction
- Co-Teaching
- Checking for Understanding
- Data Cycles



3

Academic Achievement: Growth Towards District Goals

Early Literacy
Grades 1-2

Math
Grades 3-8

On-Track to
Graduation

4

Academic Achievement:
Non-Cohorted iReady Data

Goal: Early Literacy Grades 1-2
Increase the % of Students at or above grade level by 1%

School	Growth/Change
Arlington Heights	4.91%
Cambridge Heights	-1.53%
Carriage	7.55%
Grand Oaks	16.01%
Kingswood	10.56%
Lichen	-7.06%
Mariposa	13.46%
Skycrest	0.98%
Woodside	1.91%

Goal: Math Grades 3-8
Increase the % of Students at or above grade level by 1%

School	Growth/Change
Arlington Heights	-3.88%
Cambridge Heights	4.46%
Carriage	1.41%
Grand Oaks	-3.66%
Kingswood	3.08%
Lichen	-1.89%
Mariposa	1.70%
Skycrest	5.65%
Sylvan	1.37%
Woodside	4.46%

5

On Track to Graduation

Goal: Percentage of seniors who are credit-deficient will decrease by 3%, from 16% to 13%

School	% Credit Deficient
Mesa Verde	5%
San Juan	9%

Mesa Verde High School

San Juan High School

6

Improved Communication Through Partnership

- City Website
- Community Newsletter
  - Community Events
  - School Events
- Citrus Heights Chamber of Commerce
- Citrus Heights 2x2
- Input Gathering

7

Strategies to Increase Enrollment

TK Expansion

4 Additional Classrooms

Enrollment Campaign

Increased Community Outreach

Community Events

Interest Gathering

Expanding School Programs and Resources

Electives and CTE Pathways

Clubs and Athletics

8

Parent and Community Engagement

- Community Events
- Partnerships
- School Events
- The Arts
- Youth Career Development
- Youth Civic Engagement

Improving Facilities in Citrus Heights

Current

- Woodside K-8 light modernization
- San Juan High School stadium
- San Juan High School light modernization

Past

- Mesa Verde High School stadium

Upcoming Facilities Projects

San Juan High School

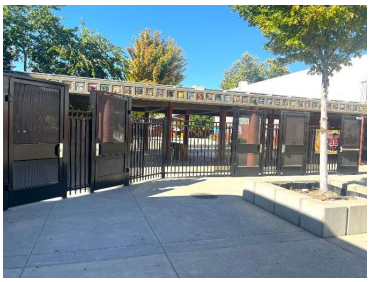
- Science Wing

Sylvan Middle School

- Gym
- Classroom Building
- Parking
- Drop-Off and Pick-Up

Improving Safety With Fencing

Arlington Heights Elementary



Mesa Verde High School

- Arlington Heights Elementary
- Grand Oaks Elementary
- Kingswood K-8
- Lichen K-8
- Mesa Verde High School
- Skycrest Elementary
- Sylvan Middle School
- Woodside K-8

Thank You and Questions

13

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2025-2026

MAY 26

Recognition: California Distinguished School (Winston Churchill Middle School)	Schnepp
Recognition: Science Olympiad (Winston Churchill Middle School)	Schnepp
District TK-12 Mathematics Update – R	Dale
Public Hearing: SELPA Local Plan Annual Update – A	Dale
Public Hearing No. 2: Sunshine Charter School Petition – A [PH/Discussed 03/24/26]	Oaxaca
Hearing Officer's Recommendation-2026 Reduction in Force – A	Gaddis
*Expanded Learning Opportunities Program (ELO-P) Plan – A	Townsend-Snider
*Head Start/Early Head Start SETA Grant Resolution 2026-2027 – A	Townsend-Snider
*Facility Lease Amendments – A	Camarda
*Choices Charter School High School Scholarship Awards – A	Oaxaca

JUNE 9

Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Cell Phone Update – D	Allen
Temporary Interfund Borrowing of Cash – A	Ryan
*Audit Reports for Measures J, N, P and S – A	Ryan
*CIF Superintendent Designation of Representatives 2026-2027 – A	Schnepp
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider

JUNE 16 (special meeting)

Special Closed Session/California School Boards Association Workshop: Superintendent Goals 2026-27 – D	Board

JUNE 23

California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/09/26]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca
LCAP Choices Charter School – A [Public Hearing 06/09/26]	Oaxaca
Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26]	Ryan
Student Discipline – R	Oaxaca
E-Transportation Devices and Student Safety (E-Bikes/E-Scooters) – A [Discussed 03/24/26]	Allen
Board Bylaw 9250 Subcommittee Formation & Appointment – A	Gaddis
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plan for Student Achievement (SPSA) – A	Oaxaca
*Adult Education Course Approval – A	Schnepp

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

sc: updated 5/5/2026 1:04 PM