

**Board of Education Agenda**  
**May 26, 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. Student expulsion in one case (Education Code section 48918[f]).
2. Personnel Matters (Government Code section 54957).
  - a. Superintendent's evaluation.

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

**D. APPROVAL OF MINUTES**

1. Minutes - May 12, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for May 12, 2026, regular meeting, pages 2763-2766.

**E. RECOGNITIONS - 6:35 p.m.**

1. Winston Churchill Middle School 2026 California Distinguished School (Schnepf)

The superintendent is recommending that the board recognize Winston Churchill Middle School as a

2026 California Distinguished School.

2. Winston Churchill Middle School 2026 Science Olympiad Award (Schnepf)

The superintendent is recommending that the board recognize the Winston Churchill Middle School Science Olympiad team for earning first place at the Sacramento Regional Science Olympiad competition.

3. Winston Churchill Middle School 2026 National Science Bowl Award (Schnepf)

The superintendent is recommending that the board recognize the Winston Churchill Middle School National Science Bowl team for earning first place at the Sacramento Regional National Science Bowl.

**F. ORGANIZATIONS/ANNOUNCEMENTS - 6:45 p.m.**

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

**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; and bids/RFPs.

3. Financial Report

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

4. Surplus Property

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

5. Head Start and Early Head Start SETA Grant Resolution 2026-2027

The superintendent is recommending that the board adopt Resolution No. 4263, approving the Head Start and Early Head Start grant resolution with the Sacramento Employment and Training Agency (SETA).

6. Choices Charter School 2026 High School Scholarship Awards

The superintendent is recommending that the board approve the Choices Charter School 2026 high school scholarship awards.

7. Fourth Amendment to Lease Agreement between San Juan Unified School District and Choices Charter School

The superintendent is recommending the board approve the fourth amendment to the lease agreement between San Juan Unified School District and Choices Charter School, located at 4425 Laurelwood Way, Sacramento, California, 95864.

**I. CONSENT CALENDAR (continued, if necessary)**

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

**J. BUSINESS ITEMS**

1. **District TK-12 Mathematics Update (Dale) - 7:25 p.m.**

Report: The superintendent is recommending that the board review a report regarding the district TK-12 mathematics program.

2. **Public Hearing: 2026-2027 Special Education Local Plan Area Annual Update (Dale) - 7:45 p.m.**

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and approve the 2026-2027 Special Education Local Plan Area (SELPA) Local Plan update.

3. **Layoff of Certificated Personnel (Gaddis) - 8:00 p.m.**

Action: The superintendent is recommending that the board adopt the attached decision (Proposed Decision as Amended of the Administrative Law Judge) in the Matter of the Certificated Layoff Hearing of San Juan Unified School District, OAH Case No. 2026030102.

4. **Certificated Employee Layoffs - Layoff Notices TK-12 Program (Gaddis) - 8:05 p.m.**

Action: The superintendent is recommending that the board approve the sending of a letter to 14 certificated employees (a total of 13.4 FTE), notifying them that they will be laid off at the conclusion of the 2025-2026 school year and their names will be placed on a reemployment list in the event of future vacancies.

**K. BOARD REPORTS - 8:10 p.m.**

**L. FUTURE AGENDA - 8:20 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 - 8:25 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](mailto: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](mailto: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  
May 12, 2026**

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

**Open Session/Call to Order (A)**

At 5:30 p.m., the May 12 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 discuss one personnel matter (Government Code section 54957) – superintendent’s evaluation; to conference with legal counsel regarding pending litigation (Government Code section 54956.9(d)(1)) – Office of Administrative Hearings Case No. 2026030102 – Reduction in Force Proceeding involving certificated employees pursuant to Education Code section 44949 and 44955; and 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).

**Reconvene Open Session/Pledge of Allegiance (C)**

At 6:30 p.m., the May 12 regular meeting was called back to order by the president, Tanya Kravchuk. Four members of the Casa Roble Fundamental High School Jr. ROTC led the group in the Pledge of Allegiance.

**Minutes Approved (D)**

It was moved by Mr. Perez, seconded by Mr. Stanekzai, that the minutes of the April 28 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Recognition: Classified School Employee Week (E-1)**

It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. A-470, proclaiming the week of May 17-23, 2026, as Classified School Employee Week. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Recognition: National Speech Pathologist Day (E-2)**

It was moved by Mr. Bloise, seconded by Mr. Perez, to adopt Resolution No. A-469, proclaiming May 18, 2026, as National Speech Pathologist Day. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Recognition: 2027 Teachers of the Year (E-3)**

Chief of Human Resources Daniel Thigpen introduced Angela Nicholas and Angela Spalding as the 2027 Teachers of the Year.

**High School Student Council Reports (F-1)**

Student representatives Alexander Sivongxay from Del Campo High School and Nia Blunt and Jonathon King from Mesa Verde High School updated the board on the goals, activities and achievements at their respective schools.

**Closed Session/Expulsion Actions (F-6)**

There were no closed session actions to report.

**Visitor Comments (G)**

Matthew Beeston, representing the North Coast States Carpenters Union, spoke about workforce development.

Josiah Ferguson expressed concerns regarding a classified employee working at a charter school in the district.

Briana D’Agostini shared information about her daughter’s experiences at a charter school in the district.

David Pegos shared information about his son’s experiences at Arcade Middle School.

**Consent Calendar Approved (H-1/H-7)**

It was moved by Mr. Perez, seconded by Mr. Bloise, that the consent calendar item H-1 through H-7 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.

**Purchasing Report (H-2)**

Purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; piggyback contracts; zero dollar contracts; and bids/RFPs – approved as submitted.

**Notices of Completion Report (H-3)**

Notices of completion – 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 Choices Charter School.

**Revisions to the Governance Handbook (H-6)**

Approval of the proposed revisions to the Governance Handbook.

**Arcade Middle School Portable Classrooms Project CEQA Notice of Exemption and Categorical Exemption (H-7)**

Approval of the California Environmental Quality Act (CEQA) notice of exemption and categorical exemption for the Arcade Middle School portable classrooms project.

**Literacy Update (J-1)**

Deputy Superintendent of Schools and Support Timothy Chip Dale, Ed.D., introduced English Language Arts Program Specialist Heather Brandt, who provided an update on early literacy efforts, including the district’s literacy curriculum, instruction and professional learning in grades TK-2. Ms. Brandt presented current i-Ready reading achievement data, sharing both non-cohorted and cohorted data by subgroup. Ms. Brandt also reviewed San Juan Unified’s commitments

outlined in Literacy Resolution No. 4222, which was adopted by the board on September 23, 2025. Next, Ms. Brandt highlighted actions being implemented to advance science of reading practices in alignment with the adopted resolution. 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; and engaging family and community partners. Lastly, Ms. Brandt discussed next steps.

Board members made comments and posed questions, which Ms. Brandt addressed. Ms. Creason expressed concerns about literacy as a broader issue, shared appreciation for the district's partnerships and willingness to try new approaches, and encouraged additional supports for specific groups, such as African American students. Mr. Avey shared that he was glad to see progress while noting that significant gaps remain, he appreciated the district's direct and transparent assessment of strengths and weaknesses without making excuses, and he emphasized the importance of ongoing professional development to improve student outcomes. Mr. Bloise expressed appreciation for the district's efforts and continued success, and he thanked staff for their ongoing work. Ms. Kravchuk extended her gratitude for the district's embrace of the science of reading, expressed appreciation for the presentation of the data, noted the efforts to improve the teacher pipeline in alignment with the science of reading, and inquired about professional learning and assessments.

### **Citrus Heights Schools Update (J-2)**

Assistant Superintendent of Elementary Schools and Programs Amberlee Townsend-Snyder introduced Director of Elementary/ K-8 Schools Cassandra Bennett Porter who gave an update on the ongoing efforts to align San Juan Unified School District and City of Citrus Heights priorities and leverage partnerships to support schools in Citrus Heights. Ms. Bennett Porter provided detailed information about actions and results related to academic achievement, as well as strategies to increase enrollment, parent and community engagement opportunities, and facilities improvements at Citrus Heights schools. Mayor MariJane Lopez-Taff discussed the importance of communication, collaboration, and community connection between the City of Citrus Heights and San Juan Unified, and she expressed appreciation for the ongoing dialogue and valued opportunities, such as 2x2 meetings being held at school sites; highlighted the positive impact the efforts have had on student leadership and civic engagement in Citrus Heights; and shared enthusiasm and gratitude for the continued partnership and collaboration.

Board members made comments and posed questions, which staff addressed. Mr. Perez inquired about the timeline for the facility improvements at Sylvan Middle School and the fencing at Grand Oaks Elementary School. Mr. Avey thanked the mayor and expressed appreciation for the partnership with the city, noting that both the city and the district are in a better place and sharing that he is proud of the work accomplished. Mr. Bloise expressed excitement about the graduation data for both Mesa Verde and San Juan high schools. Ms. Kravchuk thanked Mayor Lopez-Taff for the partnership, acknowledging the efforts to navigate challenges along the way; expressed appreciation for Ms. Bennett Porter's leadership, recognizing the significant work involved; and highlighted the two new high school stadiums while also sharing her optimism and excitement for the future.

### **Board Reports (K)**

Ms. Creason shared that she attended the High School Theater Festival, which highlighted the incredible talent of students, and the Encina High School International Fair, which was an impressive celebration of diversity.

Ms. Costa reported that she attended the 31st Annual Ray Tolleson Elementary track meet, thanking staff and noting the excitement of students and parents, and she also shared that she participated in an extensive interview with students from the El Camino Fundamental High School Advanced Placement (AP) United States Government class.

Mr. Bloise reported that he, along with Superintendent Bassanelli, visited Dyer-Kelly Elementary School; he attended Legislative Sharing Day at the State Capitol along with members of the SELPA team; and he, along with Ms. Kravchuk, attended the Sacramento County Office of Education (SCOE) State Seal of Biliteracy Awards Night, where 425 San Juan Unified students were recognized.

Ms. Kravchuk added that there were some students at the SCOE State Seal of Biliteracy Awards Night were recognized for proficiency in four languages, which is an incredible accomplishment.

**Future Agenda (L)**

There were no items added to the future agenda.

**Adjournment (N)**

At 8:38 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:** 05/26/2026

**SUBJECT:** Winston Churchill Middle School 2026 California Distinguished School (Schnepf)

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board recognize Winston Churchill Middle School as a 2026 California Distinguished School.

**RATIONALE/BACKGROUND:**

San Juan Unified School District's Winston Churchill Middle School has been recognized as a 2026 California Distinguished School in the category of Achievement Gap Closers. This recognition honors schools that demonstrate success in accelerating academic progress for historically underserved students.

The 2026 California Distinguished Schools recognition program aims to recognize exemplary instructional programs throughout California public schools, the largest public school system in the United States.

This year's award category builds on long-standing recognition of the following:

- Achievement Gap Closers: Schools that are accelerating academic progress for two or more groups that have been historically underserved, while also demonstrating achievement for all students that is above the state median and maintaining or increasing academic performance for all students.

Eligibility for all categories is determined by metrics generated through the California statewide accountability system for public schools, the California School Dashboard. The 2026 California Distinguished Schools were determined using data from the 2025 California School Dashboard. In keeping with statewide standards for accountability, schools must have at least 95 percent participation in statewide assessments to qualify for Distinguished School recognition.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

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

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

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

**AGENDA ITEM:** E.2

**MEETING DATE:** 05/26/2026

**SUBJECT:** Winston Churchill Middle School 2026 Science Olympiad Award (Schnepf)

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board recognize the Winston Churchill Middle School Science Olympiad team for earning first place at the Sacramento Regional Science Olympiad competition.

**RATIONALE/BACKGROUND:**

In March of 2026, Winston Churchill Middle School's Science Olympiad earned first place at the Sacramento Regional Science Bowl. The Science Olympiad tests students in 23 events at the collegiate level, spanning biological sciences, chemistry, physics, laboratory sciences, critical thinking, and engineering & design. The Science Olympiad Team, consists of 15 members who advanced to the Northern California State Finals, where they placed 7th. As a team, they earned 18 gold medals, 3 silver medals, and 2 bronze medals, medaling in all 23 events.

On April 7, 2026, the "Gold Team" went to the NorCal State Finals at California State University, East Bay. The team placed 7th out of 30 middle school championship teams. The "Purple Team" placed 2nd with 85 points.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

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

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

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

**AGENDA ITEM:** E.3

**MEETING DATE:** 05/26/2026

**SUBJECT:** Winston Churchill Middle School 2026 National Science Bowl Award (Schnepf)

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board recognize the Winston Churchill Middle School National Science Bowl team for earning first place at the Sacramento Regional National Science Bowl.

**RATIONALE/BACKGROUND:**

In March of 2026, Winston Churchill Middle School's National Science Bowl team earned first place at the Sacramento Regional Science Bowl. Students were quizzed on biology, chemistry, physics, Earth science, astronomy, and math. The team consists of five students who advanced to the National Science Bowl competition in Washington, D.C., where they placed third.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

N/A

**FISCAL IMPACT:**

N/A

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

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

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

**AGENDA ITEM:** H.1

**MEETING DATE:** 05/26/2026

**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: 05/18/2026

**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**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Rehire	Stubbs, Ashley	Prob	Tch-Elem Specialist-PE	Teaching And Learning	08/11/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Fitzgerald, Patrick	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	05/11/26
New Hire	Jennings, Kevin	Prob	Roofer	M&O - Building Maintenance	05/11/26
New Hire	Keith Blazevic, Shelley	Prob	Instructional Assistant III	Sierra Oaks	04/28/26
New Hire	Vang, Sara	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	05/06/26
Rehire	Alatorre, Jeremiah	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	05/07/26
Rehire	Alvarenga, Modesta	Prob	Child Dev Assist-School Age	Twin Lakes ECE	05/05/26
Rehire	Morrison, Michael	Prob	Groundskeeper/Gardener	M&O - Building Maintenance	05/04/26
Rehire	Xiong, Vangtousa	Prob	Bus Driver	Transportation	05/01/26

**2. LEAVES OF ABSENCE**

**CERTIFICATED SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Walters, Shana	Perm	Principal, Elementary	Oakview	04/19/26 05/30/26

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Kopecky, Kraig	Perm	Tch-Grad 7/8	Churchill	04/27/26 06/30/26
Paid	Mascio, Brooke	Perm	Tch-Grad 7/8	Sylvan	04/20/26 05/24/26
Paid	Moses, Stephen	Perm	Tch-Grad 7/8	Churchill	02/09/26 06/30/26
Paid	Thompson, Danielle	Perm	Teacher Grade 1	Carmichael	04/13/26 05/18/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Gee, Christina	Prob	Instructional Assistant III	Skycrest	03/23/26 05/15/26
Paid	Hedglin, Jamie	Perm	Instructional Assistant II	Mission Avenue	03/13/26 06/07/26
Paid	Maryam, Bibi	Perm	Inst Asst/Bil-Farsi	Cottage	01/20/26 06/30/26

**3. SEPARATIONS**

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Campagnone, Sarah	Prob	School Playground Rec Aide	Green Oaks School	05/08/26
Resignation	Murthi, Sannu	Prob	Bus Attendant 1	Transportation	05/15/26
Retirement	Foster, Lanesia	Perm	Instructional Assistant III	Carriage Drive School	04/28/26

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

**AGENDA ITEM:** H.2

**MEETING DATE:** 05/26/2026

**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; 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: 05/18/2026

**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

April 29, 2026- May 12, 2026

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
VR26-10733	5/1/2026	Amplify Education Inc	Amplify 6-8 Math Curriculum 7yr contract	\$ 2,316,909.21	PLI
VR26-10744	5/1/2026	Innovamat Education Inc	Innovamat TK-5 Math Curriculum 7 Year Contract	\$ 6,354,863.44	PLI

**Purchasing Contracts Board Report  
Change Orders/Amendments**

April 29, 2026- May 12, 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
BPO26-00396	5/5/2026	Daylight Foods	Additional Services	\$ 1,500,000.00		\$ 500,000.00	\$ 2,000,000.00	Nutrition
VR25-11330	5/26/2026	AECOM	Updated Traffic Analysis for Rio Americano Stadium Project# 208-9513-26CIP	\$ 264,815.50	\$ -	\$ 15,000.00	\$ 279,815.50	216-FAC

**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
SA26-00153	5/6/2026	Paradigm Healthcare Services	Additional Services - Medical Billing	\$ 230,000.00	\$ -	\$ 50,000.00	\$ 280,000.00	Student Support Services
SA26-00196	5/4/2026	Sierra School Sacramento	Additional Services	\$ 1,000,000.00	\$ 486,000.00	\$ 260,776.28	\$ 1,746,776.28	SPED
SA26-00284	5/8/2026	Amergis	Additional Services	\$ 20,200.00	\$ -	\$ 10,920.00	\$ 31,120.00	SPED
SA26-00183	5/8/2026	Amergis	Additional Services	\$ 64,800.00	\$ 130,000.00	\$ 33,736.00	\$ 228,536.00	SPED

**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
VR25-09485	5/26/2026	CA Inspection Network	Additional Inspection services for Encina HS Full Site Reno Project# 202-9332-P1	\$ 199,975.00	\$ -	\$ 99,500.00	\$ 299,475.00	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 29, 2026- May 12, 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	5/12/2026	TBD	26-204	Kiz Construction, Inc.	Sitewide Security Fencing at Cowan Fundamental 109-9716-P1	\$ 485,000.00	216-FAC
26	5/12/2026	TBD	26-204	Kiz Construction, Inc.	Sitewide Security Fencing at Green Oaks ES 120-9716-P1	\$ 675,000.00	216-FAC
21	5/12/2026	TBD	26-203	Pacific Contractors Group, Inc.	Cafeteria Floors and Exterior Paint for Bella Vista HS Project# 206-9233-26CIP	\$ 1,488,000.00	216-FAC

**Other Contracts**

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
21	5/12/2026	TBD	CMAS 4-25-02-1015	Pac Shield Roof Services	Provide and Install Roofing and Building Equipment for the Palisades ES Roofing Project 140-9605-P1	\$ 1,650,000.00	216-FAC
26	5/12/2026	TBD	CMAS 4-25-02-1015	MCM Roofing Company, Inc.	Provide and Install Roofing and Building Equipment for the Starr King K-8 Roofing Project 147-9605-P1	\$ 4,262,931.00	216-FAC
26	5/12/2026	TBD	CMAS 4-25-02-1015	King's Roofing	Provide and Install Roofing and Building Equipment for the Thomas Edison Language Institute Roofing Project 116-9605-P1	\$ 3,591,038.00	216-FAC

**New Addendum to Master Agreements**

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
21	5/12/2026	TBD	25-200	Kitchell	Construction Management Services for Pershing ES HVAC Project 158-9390-CIP-26	\$ 130,840.00	216-FAC

**Purchasing Contracts Board Report  
Bids/RFPs**

April 29, 2026- May 12, 2026

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

<b>Fund</b>	<b>Date</b>	<b>Bid/RFP #</b>	<b>Vendor Name</b>	<b>Description</b>	<b>Amount \$</b>	<b>Responsibility</b>
13	5/12/2026	RFP26-113	Avanti	Kitchen Service Line Equipment	\$ 670,000.00	Nutrition Services

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

**AGENDA ITEM:** H.3

**MEETING DATE:** 05/26/2026

**SUBJECT:** Financial Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

**RATIONALE/BACKGROUND:**

In accordance with Board Policy 3314, Fiscal Services will report the warrants and payroll expenditures for the prior month.

**ATTACHMENT(S):**

1. [Financial Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Laura Lilley, Director, Fiscal Services  
Joel Ryan, Chief Financial Officer

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Accounting Services**

**WARRANTS & PAYROLL**

<b>VENDOR AND CONTRACT WARRANTS</b>		
<b>Fund</b>		<b>April 2026</b>
01	General Fund	\$ 39,337,662.04
09	Charter Schools	\$ 30,310.31
10	Special Ed Pass-Thru	\$ 159,042.04
11	Adult Education	\$ 11,448.47
12	Child Development	\$ 92,174.03
13	Food Service/Cafeteria	\$ 1,023,216.24
14	Deferred Maintenance	\$ 1,915.00
21	Building Fund	\$ 1,002,763.89
22	Measure S Building Fund	\$ -
23	Measure J Building Fund	\$ -
24	Measure N Building Fund	\$ -
25	Capital Facilities	\$ 405.00
26	Measure P Building Fund	\$ 4,313,499.01
35	State Schools Facilities Fund	\$ -
40	Sp Res FD -- Capital Outlay Proj	\$ -
67	Self Insurance	\$ 766,448.03
95	Student Body Fund	-
<b>TOTAL</b>		<b>\$ 46,738,884.06</b>

<b>PAYROLL AND BENEFITS</b>	
<b>All Funds</b>	<b>April 2026</b>
Certificated Payroll	\$ 28,023,155.69
Classified Payroll	11,327,977.30
Benefits	19,853,999.55
<b>TOTALS</b>	<b>\$ 59,205,132.54</b>

**GRAND TOTAL \$ 105,944,016.60**

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

**AGENDA ITEM:** H.4

**MEETING DATE:** 05/26/2026

**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: 05/18/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

5/26/2026

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
Arlington			Bretford Ipad cart	S/N: BF02PH13860200947	eWaste
Del Paso	Leprecon		Soundboard	S/N: 624-979240	eWaste
Encina			Bretford Technology cart	S/N: A3CMN0158	eWaste
Encina			Bretford Technology cart	S/N: 201506163795	eWaste
La Vista	HP		Printer	S/N: PHGFF51086	eWaste
La Vista	HP		Monitor	S/N: IFH46AA	eWaste
La Vista	HP		Monitor	S/N: EM89A	eWaste
La Vista	HP		Monitor	S/N: CN4719011F1	eWaste
La Vista	HP		CPU	S/N: MXL7351ZVP	eWaste
La Vista	HP		CPU	S/N: AU247AV	eWaste
La Vista	HP		Printer	S/N: CP1525NW	eWaste
La Vista	HP		CPU	S/N: MXL0361FGQ	eWaste
La Vista	Daewoo		Microwave	S/N: KOR-1NOA	Disposed
La Vista	Sharp		Microwave	N/A	Disposed
La Vista	Copy Star		Printer	S/N: A5K3082623	eWaste
La Vista			Misc. Keyboards and Wires	N/A	eWaste
Charles Peck			Misc. CCTV Recorders, Power Supply, Cameras, UPS's, Monitors and Random Electronic Equip.	N/A	eWaste
White House	Kyocera	Copystar CS4500I	Copier	S/N: NWP2300367	eWaste



**RESOLUTION NO. 4263**

RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT  
FROM THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY  
(GOVERNMENTAL ENTITY)

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

THEREFORE, BE IT RESOLVED THAT the Governing Body of DELEGATE hereby authorizes the execution of AGREEMENT # 27C6651S0 by and between DELEGATE and SETA; and

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

Title

1. Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education & Programs
2. Becky Marsolais, Director II, Early Childhood Education & Extended Learning
3. \_\_\_\_\_

is/are hereby authorized on behalf of and in the name of DELEGATE and as its official act and deed to sign and otherwise enter into AGREEMENT # 27C6651S0 with SETA; and

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

Title

1. Meghan Jorgensen, Administrator, Early Childhood Education
2. Chans Folger, Administrator, Early Childhood Education
3. \_\_\_\_\_

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

# 27C6651S0 by and between DELEGATE and SETA and that SETA may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of DELEGATE pursuant to this resolution; and

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

<u>Name</u>	<u>Address</u>	<u>City, Zip Code</u>
1. <u>Tanya Kravchuk, President</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
2. <u>Manual Perez, Vice President</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
3. <u>Nick Bloise, Clerk</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
4. <u>Zima Creason, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
5. <u>Abid Stanekzai, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
6. <u>Pam Costa, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
7. <u>Ben Avey, Member</u>	<u>3738 Walnut Avenue</u>	<u>Carmichael, Ca 95608</u>
8. _____	_____	_____
9. _____	_____	_____

\*\*\* Add additional pages if necessary

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

I, Nick Bloise, Clerk,  
(Name/Title)  
of San Juan Unified School District, a California  
(Legal Name of Entity)  
local governmental entity, do hereby certify and declare that the foregoing is a full, true and  
complete copy of a resolution duly passed and adopted by the Governing Body of said entity at a  
meeting of said Body duly and regularly called, noticed and held, at  
3738 Walnut Ave, Carmichael, Ca 95608, on the 26 day of May, 2026, at  
which meeting a quorum of the Governing Body was present and a majority of which quorum  
voted in favor of said resolution, and that said resolution is now in full force and effect.

I have executed this Resolution on this 26 day of May, 2026.

San Juan Unified School District  
(Name of Entity)

BY: \_\_\_\_\_  
(Signature)

Nick Bloise  
(Typed Name)

Clerk, Board of Education  
(Title)

**COMPLIANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 84308**

In order to comply with the provisions of California Government Code Section 84308 and the Regulations of the California Fair Political Practices Commission, each respondent must fully complete the "Party Disclosure Form." Additionally, all participants (as defined in the attached "Participant Disclosure Form") identified by the respondent in the proposal must file the "Participant Disclosure Form." If other individuals or entities become or are identified as parties or agents during the time the Workforce Investment Board or Sacramento Employment and Training Agency is considering a respondent's proposal, additional Party Disclosure Forms must be filed with the Sacramento Employment and Training Agency. Participants who are later identified will be requested to file a "Participant Disclosure Form."

Government Code Section 84308

**PARTICIPANT DISCLOSURE FORM**

Information Sheet

SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

This form must be completed by participants in a proceeding involving a license, permit, or other entitlement for use, including a subgrant or contract, pending before the Sacramento Employment and Training Agency.

Important Notice

Basic Provisions of Section 84308

- I. You are prohibited from making a campaign contribution of \$250 or more to any Sacramento Works, Inc. (Local Workforce Development Board) or Sacramento Employment and Training Agency board member or any candidate for such a position. This prohibition starts on the date you begin to actively support or oppose an application of a license, permit, or other entitlement for use pending before Sacramento Works, Inc. or the Sacramento Employment and Training Agency, and continuing until 12 months after a final decision is rendered on the application or proceeding by Sacramento Works, Inc. or the Sacramento Employment and Training Agency.

No Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or candidate may solicit or receive a campaign contribution of \$250 or more from you and/or your agent during this period if the board member or candidate knows or has reason to know that you are a participant.

- II. The attached disclosure form must be filed if you or your agent have contributed \$250 or more to any Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or candidate for the Sacramento Works, Inc. Board or the Sacramento Employment and Training Agency Governing Board during the 12-month period preceding the beginning of your active support or opposition. It will assist the board members in complying with the law.
- III. If you or your agent have made a contribution of \$250 or more to any Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or candidate during the 12 months preceding the decision in the proceeding, that board member must disqualify himself or herself from the decision. However, disqualification is not required if the board member or candidate returns the campaign contribution within 30 days of learning about both the contribution and the fact that you are a participant to the proceeding.

## ATTACHMENT #1

This form should be completed and filed the first time that you lobby in person, testify in person before, or otherwise directly act to influence the vote of the members of the board of either Sacramento Works, Inc. or Sacramento Employment and Training Agency.

1. An individual or entity is a "participant" in a proceeding involving an application for a license, permit or other entitlement for use, including a subgrant or contract, if:
  - A. The individual or entity is not an actual party to the proceeding, but does have a significant financial interest in the decision of the proceeding before Sacramento Works, Inc. or Sacramento Employment and Training Agency.

### AND

- B. The individual or entity, directly or through an agent, does any of the following:
  - (1) Communicates directly, either in person or in writing, with a member of the board of Sacramento Works, Inc. or Sacramento Employment and Training Agency for the purpose of influencing the member's vote on the application or proposal;
  - (2) Communicates with an employee of Sacramento Works, Inc. or the Sacramento Employment and Training Agency for the purpose of influencing a board member's vote on the application or proposal; or
  - (3) Testifies or makes an oral statement before the board of Sacramento Works, Inc. or Sacramento Employment and Training Agency during a proceeding on a license, permit or other entitlement for use for the purpose of influencing the decision of the board of Sacramento Works, Inc. or Sacramento Employment and Training Agency.
2. A proceeding involving "a license, permit or other entitlement for use" includes all business, professional, trade and land use licenses and permits and all other entitlements for use, including all entitlements for land use, all contracts (other than competitively bid, labor or personal employment) and all franchises.
3. Your "agent" is someone who represents you in connection with a proceeding involving a license, permit or other entitlement for use. If an agent is acting in his or her capacity as an employee or member of a law, architectural, engineering, consulting firm, or similar business entity or corporation, both the business entity or corporation and the individual are agents.

## ATTACHMENT #1

4. To determine whether a campaign contribution of \$250 or more has been made by a participant or his or her agent, campaign contributions made by the participant within the preceding 12 months must be aggregated with those made by the agent within the preceding 12 months or the period of the agency, whichever is shorter. Campaign contributions made to different Sacramento Works, Inc. or Sacramento Employment and Training Agency board members or candidates are not aggregated.

This notice summarizes the major requirements of Government Code Section 84308 of the Political Reform Act and 2 Cal. Adm. Code Sections 18438.1 - 18438.8. For more information, contact Corey Lagbao, Workforce Development Analyst III, at (916) 263-3838 or Corey.Lagbao@seta.net, or contact the Fair Political Practices Commission, 428 J Street, Suite 620, Sacramento, California, 95814, (916) 322-5660.

Prepared based upon the forms recommended by the Legal Division of the Fair Political Practices Commission 8/85.

**Participant Disclosure Form** SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

Participant's Name: San Juan Unified School District

Participant's Address: 5309 Kenneth Ave

(Street)

Carmichael

(City)

Ca

(State)

95608

(Zip)

916-971-5912

(Phone)

Title of Request for Proposals for which proposal is hereby submitted:

\_\_\_\_\_

Sacramento Works, Inc. or Sacramento Employment and Training Agency board member to whom you and/or your agent made campaign contributions in aggregation of \$250 or more and dates of contributions:

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Participant): \_\_\_\_\_

Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Participant): \_\_\_\_\_

Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Participant): \_\_\_\_\_


Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

(Use additional sheet, if necessary)

No contributions made.

DATE: 4/16/2026

  
\_\_\_\_\_  
(Signature of Participant and/or Agent)

Government Code Section 84308

**PARTY DISCLOSURE FORM**

Information Sheet

SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

This form must be completed by applicants for, or persons who are the subject of, any proceeding involving a license, permit, or other entitlement of use, including a subgrant or contract, pending before Sacramento Works, Inc. or the Sacramento Employment and Training Agency.

Important Notice

Basic Provisions of Section 84308

- I. You are prohibited from making a campaign contribution of \$250 or more to any Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or any candidate for such position. This prohibition begins on the date your proposal is filed or the proceeding is initiated, and the prohibition ends 12 months after a final decision is rendered by Sacramento Works, Inc. or the Sacramento Employment and Training Agency. In addition, no Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or candidate may solicit or accept a campaign contribution of \$250 or more from you during this period.

These prohibitions also apply to your agents, and, if you are a closely held corporation, to your majority shareholders, as well.

- II. You must file the attached disclosure form and disclose whether you or your agent(s) have in the aggregate contributed \$250 or more to any Sacramento Works, Inc. or Sacramento Employment and Training Agency board member, or any candidate for the position during the 12-month period preceding the filing of the application or the initiation of the proceeding.
- III. If you or your agent have made a contribution of \$250 or more to any Sacramento Works, Inc. or Sacramento Employment and Training Agency board member or candidate during the 12 months preceding the decision on the application or proceeding, that board member must disqualify himself or herself from the decision. However, disqualification is not required if the board member or candidate returns the campaign contribution within 30 days of learning about both the contribution and the proceedings.

## ATTACHMENT #1

1. A proceeding involving "a license, permit, or other entitlement for use" includes all business, professional, trade and land use licenses and permits, and all other entitlements for use, including all entitlements for land use, all contracts (other than competitively bid, labor or personal employment) and all franchises.
2. Your "agent" is someone who represents you in connection with a proceeding involving a license, permit or other entitlement for use. If an agent is acting in his or her capacity as an employee or member of a law, architectural, engineering, consulting firm, or similar business entity or corporation, both the business entity or corporation and the individual are agents.
3. To determine whether a campaign contribution of \$250 or more has been made by you, campaign contributions made by you within the preceding 12 months must be aggregated with those made by your agent within the preceding 12 months or the period of the agency, whichever is shorter. Campaign contributions made to different Sacramento Works, Inc. or Sacramento Employment and Training Agency board members or candidates are not aggregated.

This notice summarizes the major requirements of Government Code Section 84308 of the Political Reform Act and 2 Cal. Adm. Code Sections 18438.1 - 18438.8. For more information, contact Corey Lagbao, Workforce Development Analyst III, at (916) 263-3838 or Corey.Lagbao@seta.net, or the Fair Political Practices Commission, 428 J Street, Suite 620, Sacramento, California, 95814, (916) 322-5660.

Prepared based upon the forms recommended by the Legal Division of the Fair Political Practices Commission 8/85.

Party Disclosure Form SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

Party's Name: San Juan Unified School District

Party's Address: 5309 Kenneth Ave

(Street)

Carmichael

(City)

Ca 95608 916-971-5912

(State)

(Zip)

(Phone)

Title of Request for Proposals for which proposal is hereby submitted:

\_\_\_\_\_

Sacramento Works, Inc. or Sacramento Employment and Training Agency board member to whom you and/or your agent made campaign contributions in aggregation of \$250 or more and dates of contributions:

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Party): \_\_\_\_\_

Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Party): \_\_\_\_\_

Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

Name of Board Member: \_\_\_\_\_

Name of Contributor (if other than Party): \_\_\_\_\_

Date(s): \_\_\_\_\_

Amount: \_\_\_\_\_

(Use additional sheet, if necessary)

No contributions made.

DATE: 4/16/2026



(Signature of Party and/or Agent)

**SACRAMENTO EMPLOYMENT & TRAINING AGENCY**  
**Governing Board**

Chair

**Councilmember Eric Guerra**

City of Sacramento  
915 "I" Street, 5<sup>th</sup> Floor  
Sacramento, CA 95814  
(916) 808-7006  
(559) 741-6781 (Johnny Wong)  
FAX: (916) 808-7680  
e-mail: [eguerra@cityofsacramento.org](mailto:eguerra@cityofsacramento.org)

Vice Chair

**Supervisor Patrick Kennedy**

County of Sacramento  
700 "H" Street, Suite 2450  
Sacramento, CA 95814  
(916) 874-5481 (Rachael Mogavero)  
FAX: (916) 874-7593  
e-mail: [kennedyp@saccounty.gov](mailto:kennedyp@saccounty.gov)

**Councilmember Mai Vang**

City of Sacramento  
915 "I" Street, 5<sup>th</sup> Floor  
Sacramento, CA 95814  
(916) 808-7008 (Jaime Cervantes)  
FAX: (916) 808-7680  
e-mail: [myvang@cityofsacramento.org](mailto:myvang@cityofsacramento.org)

**Supervisor Rich Desmond**

County of Sacramento  
700 "H" Street, Suite 2450  
Sacramento, CA 95814  
(916) 874-5471 (Renaë McClain-White)  
FAX: (916) 874-7593  
e-mail: [richdesmond@saccounty.gov](mailto:richdesmond@saccounty.gov)

**Public Representative Dr. Devoun Stewart**

3835 Freeport Blvd  
Sacramento, CA 95822  
(916) 558-2226  
e-mail: [steward@scc.losrios.edu](mailto:steward@scc.losrios.edu)


**Certification Regarding  
Debarment, Suspension, Ineligibility and Voluntary Exclusion  
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS FOR CERTIFICATION)

- (1) The prospective recipient of federal assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- (2) Where the prospective recipient of federal assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Becky Marsolais, Director II, Early Childhood Education & Extended Learning  
Name and Title of Authorized Representative

  
Signature

4/16/2026  
Date

## Instructions for Certification

1. By signing and submitting this proposal, the prospective recipient of federal assistance funds is providing the certification as set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of federal assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective recipient of federal assistance funds shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective recipient of federal assistance funds learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal* and *voluntarily excluded*, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective recipient of federal assistance funds agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective recipient of federal assistance funds further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions", without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties Excluded from Procurement or Non-procurement Programs.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:


- (1) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.

  
\_\_\_\_\_  
Signature

Becky Marsolais, Director II, Early Childhood Ed.  
Typed Name and Title of Authorized Signatory

San Juan Unified School District  
Organization

4/16/2026  
Date



**INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of a covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., Request for Proposals (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered federal action.  
 (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with federal officials. Identify the federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

**DISCLOSURE OF LOBBYING ACTIVITIES  
CONTINUATION SHEET**

Approved by OMB  
0348-0046

Reporting Entity: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

## CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

### Certification Regarding Drug-Free Workplace

The undersigned certifies that it will or will continue to provide a drug-free workplace by:

- (A) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (B) Establishing an ongoing drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The subrecipient's policy of maintaining a drug-free workplace;
  - (3) Any available counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (C) Making it a requirement that each employee to be engaged in the performance of any subgrant be given a copy of the statement required by paragraph (A);
- (D) Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the subgrant, the employee will:
  - (1) Abide by the terms of the statement; and
  - (2) Notify the employer, in writing, of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five (5) calendar days after such conviction;
- (E) Notifying the Sacramento Employment and Training Agency (hereinafter referred to as the SETA), in writing, within ten (10) calendar days after receiving notice under paragraph (D)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every subgrant officer or other designee on whose subgrant activity the convicted employee was working, unless the SETA has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected subgrant;
- (F) Taking one of the following actions, within thirty (30) calendar days of receiving notice under paragraph (D)(2), with respect to any employee who is so convicted:
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- (G) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A), (B), (C), (D), (E) and (F).

The subrecipient may insert in the space provided below the site(s) for the performance of work done in connection with the specific subgrant:

Place of Performance (Street address, city, county, state, zip code)

N/A

Check if there are workplaces on file that are not identified here.

San Juan Unified School District  
(Name of Organization)

BY:   
(Signature of Authorized Representative)

Becky Marsolais, Director II, Early Childhood Education &  
(Typed Name and Title)

4/16/2026  
(Date)

**INSTRUCTIONS FOR CERTIFICATION REGARDING  
DRUG-FREE WORKPLACE REQUIREMENTS**

1. By signing and/or submitting this application or subgrant agreement, the subrecipient is providing the certification required by 20 CFR §667.200(d) and 29 CFR Part 98.
2. The certification is a material representation of fact upon which reliance is placed when the Sacramento Employment and Training Agency (hereinafter referred to as the SETA) awards the subgrant. If it is later determined that the subrecipient knowingly rendered a false certification, or otherwise violates the requirements of the Drug-Free Workplace Act, the SETA, in addition to any other remedies available, may take action authorized under the Drug-Free Workplace Act.
3. Workplaces under subgrants, for subrecipients other than individuals, need not be identified on the certification. If known, they may be identified in the subgrant application. If the subrecipient does not identify the workplaces at the time of application, or upon award, if there is no application, the subrecipient must keep the identity of the workplace(s) on file in its office and make the information available for inspection. Failure to identify all known workplaces constitutes a violation of the subrecipient's drug-free workplace requirements.
4. Workplace identifications must include the actual address of buildings (or parts of buildings) or other sites where work under the subgrant takes place. Categorical descriptions may be used (e.g., all vehicles of a mass transit authority while in operation, employees in each local office, etc.).
5. If the workplace identified to the agency changes during the performance of the subgrant, the subrecipient shall inform the SETA of the change(s), if it previously identified the workplaces in question (see paragraph 3).
6. Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Subrecipient's attention is called, in particular, to the following definitions from these rules:

*Controlled substance* means a controlled substance in Schedules I through V of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation (21 CFR 1308.11 through 1308.15);

*Conviction* means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes;

*Criminal drug statute* means a federal or non-federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance;

*Employee* means the employee of a subrecipient directly engaged in the performance of work under a subgrant, including:

- ( i) All *direct charge* employees;
- ( ii) All *indirect charge* employees unless their impact or involvement is insignificant to the performance of the subgrant; and,
- (iii) Temporary personnel and consultants who are directly engaged in the performance of work under the subgrant and who are on the subrecipient's payroll. This definition does not include workers not on the payroll of the subrecipient (e.g., volunteers, consultants or independent contractors not on the subrecipient's payroll).

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

**AGENDA ITEM:** H.6

**MEETING DATE:** 05/26/2026

**SUBJECT:** Choices Charter School 2026 High School Scholarship Awards

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the Choices Charter School 2026 high school scholarship awards.

**RATIONALE/BACKGROUND:**

Pursuant to Education Code section 44015 and Administrative Regulation 1150, expenses per individual award shall not exceed \$200 unless expressly approved by the Governing Board.

- Gayle Force Winds “Build Your Best Self” Scholarship: \$750.00 – Flynn Gilbert and Zamaree Keyes-Norton
- Choices Continuing Education Scholarship: \$1,000.00 – Kaia Hurd and Francisco Rios-Soto
- Marie Pflugrath Exemplary Student Award Scholarship: \$1,500.00 – Avery Ah-Yun

**ATTACHMENT(S):**

1. [Choices Charter School Scholarship Criteria](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Brian T. Ginter, Director, Admissions and Family Services

**APPROVED BY:** F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services  
Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Melissa Bassanelli, Superintendent of Schools

## **Choices Charter School Scholarship Criteria**

### **Gayle Force Winds Scholarship (\$750)**

- Student enrolled for at least 1 year.
- Student has a 2.0 GPA
- Student achieved dramatic personal growth in their academic and emotional intelligence

### **Choices Charter Continuing Education Scholarship (\$1000)**

- Enrolled for at least 1 semester at CCS.
- Student has 2.5 or greater GPA
- Will attend College/Vocational school
- Financial Need
- Student demonstrates academic honesty, strong character, and is personable.

### **Marie Pflugrath Exemplary Scholarship (\$1500)**

- Enrolled for at least 2 years at CCS
- Student has 3.2 G.P.A
- Will attend a 4-year college and is involved in Community
- Student demonstrates academic honesty, strong character, and is personable

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

**AGENDA ITEM:** H.7

**MEETING DATE:** 05/26/2026

**SUBJECT:** Fourth Amendment to Lease Agreement between San Juan Unified School District and Choices Charter School

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

The superintendent is recommending the board approve the fourth amendment to the lease agreement between San Juan Unified School District and Choices Charter School, located at 4425 Laurelwood Way, Sacramento, California, 95864.

**RATIONALE/BACKGROUND:**

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

Proposition 39 prescribes that charter schools which have made a timely request for facilities under the provisions of Proposition 39 may only be charged a pro rata share of the district’s unrestricted general fund expenditures from the prior year (2025-2026) for the in-district students the charter school will be providing services to.

Out-of-district students may be charged “market rate” fees. This fourth amendment to the charter school lease updates the facility fees for the 2026-2027 school year. The term of the agreement extends the lease, through June 30, 2027, with the option to renew for four consecutive years. The agreement and amendment have been drafted in accordance with Education Code sections 11969 and 47600 et seq.

**ATTACHMENT(S):**

1. [2026-27 Facility Costs](#)
2. [Lease Amendment No. 4](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Frank Camarda, Chief Operations Officer

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

**EXHIBIT B**

**San Juan Unified School District  
Leased Facilities  
Cost Calculations July 2026 - June 2027**

**Charter:** Choices  
**Facility:** 4225 Laurelwood Drive, Sacramento, CA 95864

<b>Proposition 39 Space Allocation Calculation</b>	
Classrooms Required to Meet ADA Identified in Request for Facilities Letter:	
Sq. Ft. Assigned to Meet Request for Facilities Letter:	14,056
Prop. 39 Annual Space Fee Per Sq. Ft.:	<u>\$ 10.41</u>
Prop. 39 Annual Space Fee:	<b>\$ 146,344.00</b>

<b>"Market Rate" Space Allocation Calculation</b>	
Market Rate Sq. Ft. Assigned to Meet Request for Facilities Letter:	
Market Rate Space Annual Fee Per Sq. Ft.	<u>\$ 21.93</u>
Market Rate Space Annual Fee:	<b>\$ 144,190.00</b>

<b>Annual Fee</b>	<b>\$ 290,534.00</b>
<b>Monthly Fee (rounded to nearest dollar)</b>	<b>\$ 24,211.00</b>

Attachment A

2026-27 Facility Costs				
District-wide square footage <sup>2</sup>		4,571,612		
<b>Prop 39 square foot fees:</b>				
Function		24/25 Actuals	25/26 1st Interim	Difference
82XX	Unrestricted Maintenance & Operations <sup>3</sup>	\$ 1,992,966	\$ 2,317,026	\$ 324,060
	Deferred Maintenance TF LCFF SACS	\$ 2,000,000	\$ 2,000,000	\$ -
	Unrestricted Contribution to RRMA <sup>4</sup>	\$ 18,990,860	\$ 21,144,360	\$ 2,153,500
85XX	Facilities Acquisition & Construction			
87XX	Facilities Rents & Leases	\$ 9,123	\$ 12,536	\$ 3,413
91XX	Facilities related Debt services <sup>6</sup>			\$ -
93XX	Facilities Related Interfund transfers	\$ -	\$ -	\$ -
	Unrestricted GF Maint Expenses	\$ 263,990	\$ 325,400	\$ 61,410
	Custodial Expenses <sup>5</sup>	\$ 20,270,980	\$ 21,798,118	\$ 1,527,138
	Unrestricted GF Utility Costs			\$ -
Total Facility Contribution & Costs		\$ 43,527,919	\$ 47,597,440	\$ 4,069,521
Expense per Sq. Ft. for Prop 39 Fees		\$ 10.16	\$ 10.41	\$ 0.25
<b>Market Rate Info.</b>				
<b>Facility maintenance fee:</b>				
Total Maintenance & Operations Budget		\$ 25,799,322		
<b>Facility maintenance per sq ft</b>		<b>\$ 5.65</b>		
Facility maintenance fee/district-wide square footage				
<b>Custodial fee:</b>				
Total custodial budget (922x, 9674 goals)		\$ 21,798,118		
Excludes objects 5748/5798.				
<b>Custodial fee per sq ft.</b>		<b>\$ 4.77</b>		
Custodial Fee/district-wide square footage				
<b>Facility Rental Fee:</b>				
Extended Market Rate: \$.86 per sq. ft. per month (x12)		<b>\$ 10.32</b>		
<sup>2</sup> Square footage from Nic Arps in Construction Dept. as of December, 2022				
<sup>3</sup> Excludes custodial goals of 9220,9221,9225,9674				
<sup>4</sup> DM contribution moved from RRMA				
<sup>5</sup> Only custodial goals of 9220, 9225 & 9674 in RS8150 & RS0000				
<sup>6</sup> 91xx is not included ~ these are bus leases and does not apply				

CC: Melissa Bassanelli  
 Laura Lilley  
 Frank Camarda  
 Mallory Arealos

**FOURTH AMENDMENT TO FACILITY LEASE AGREEMENT  
BILLY MITCHELL CAMPUS**

This AMENDMENT to the Lease Agreement is made by and between San Juan Unified School District ("District") and Choices Charter Schools ("Choices" or "Charter School" or "Tenant"), and is dated as of this \_\_\_\_ day of \_\_\_\_ 2026.

WITNESSETH:

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

**WHEREAS**, District and Tenant executed an amendment to the facility lease agreement on June 30, 2022 updating the facilities costs for the 2022-2023 academic year;

**WHEREAS**, District and Tenant executed an amendment to the facility lease agreement on March 29, 2019 extending the term of the lease and updating the facilities costs for the 2019-2020 academic year;

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

**WHEREAS**, District and Tenant executed an amendment to the facility lease agreement on February 10, 2021 extending the term of the lease and updating the facilities costs for the 2021-2022 academic year.

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

**NOW, THEREFORE**, in consideration of the mutual promises contained herein and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, effective \_\_ July 1, 2026 , the parties agree as follows:

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

“The Term of the Lease shall commence on the Effective Date of the Amendment and shall end on June 30, 2030. At District's absolute and sole discretion, the Term may be extended on an annual basis by mutual written agreement of the parties for up to four additional years. Each year, Tenant shall provide the District written notice by April 1st if it desires to extend the Lease. The Parties shall then execute a further amendment to extend the Term of the Lease.”

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

lieu thereof the following:

a. Facilities Costs: Choices shall pay a pro rata share of the District's facilities costs as provided in 5 C.C.R. Section 11969.7 (referred to herein as "pro rata share charge"). The pro rata charges for the 2026-27 school year are provided as Exhibit B of the 2026-2027 lease amendment, attached hereto and included herein. The pro rata share amount shall be paid monthly. The obligation to begin paying the pro rata share charge shall begin on the date of possession, July 1, 2026, and shall end on June 30, 2027.

3. **AUTHORITY**: The Parties represent that the individual(s) signing this Amendment on its behalf are duly authorized and have legal capacity to sign this Amendment and bind the Parties to its terms. Each Party acknowledges that the other Party has relied upon this representation and warranty in entering into this Amendment.

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

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

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

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

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

Date: \_\_\_\_\_

Date: 5/7/2026

\_\_\_\_\_  
San Juan Unified School District

  
\_\_\_\_\_  
Choices Charter

Approved as to Form:



[Fhanysha Gaddis \(Apr 22, 2026 11:03:26 PDT\)](#)

Fhanysha Gaddis, General Counsel  
San Juan Unified School District

Attachment B

Approved and ratified this \_\_\_\_ day of \_\_\_\_\_, 2026 by the San Juan Unified School District Board of Education by the following vote:

AYES \_\_\_\_\_

NOES \_\_\_\_\_

ABSTAIN \_\_\_\_\_

ABSENT \_\_\_\_\_

---

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

Attest:

---

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

**SUBJECT:** District TK-12 Mathematics 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 TK-12 mathematics program.

**RATIONALE/BACKGROUND:**

The purpose of this report is to provide an update on the progress with our districtwide math efforts. Winter i-Ready data for grades 3-8 indicate positive progress is being made with an increase in the total number of students scoring proficient, a total gain of 1.2% for cohorted students and 0.9% for non-cohorted students. A deeper analysis of the data shows English language learners grew the most (2.8% non-cohorted; 3.3% cohorted), and foster youth grew the least (-6.6% non-cohorted; -0.6% cohorted). With regards to grade level performance, i-Ready data showed grades 3-5 and grade 8 all made proficiency gains, but grades 6 and 7 showed a downward trend.

District math efforts for the 2025-26 school year have focused on three key areas: (1) building foundational math skills, (2) student engagement and thinking, (3) data-driven instruction and collaboration. These three strategic foci will continue in the upcoming 2026-27 school year, in addition to improving teacher capacity to implement high-quality instructional materials through the TK-8 math adoption and building site-level capacity to lead and support math learning by practitioners at their own school site.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Curriculum and Standards Committee: 05/06/2026

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

\$601,635 (LCFF Supplemental)

\$220,000 (Educator Effectiveness)

\$276,224 (ELO-P)

**PREPARED BY:**

Liz Julienne, Program Specialist, TK-12 Mathematics  
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 Math Update

Board of Education  
May 26, 2026



1

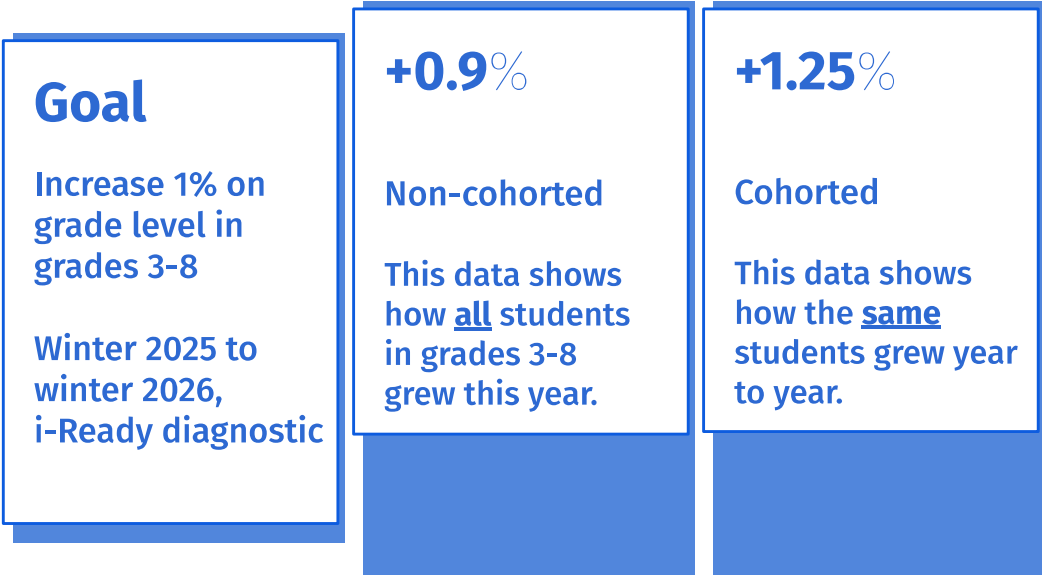
## Agenda

-  01 Progress Update
-  02 Math Instructional Focus Areas
-  03 Responding to our data and strengthening coherence



2

# Progress Update



# Math Growth by Subgroup

Winter 2025-Winter 2026

Subgroup	Non-Cohorted	Cohorted
White	+1.9%	+1.8%
African American	+0.4%	+0.6%
Hispanic	+0.8%	+0.6%
English learner	+2.8%	+3.3%
Homeless	+1.0%	+0.8%
Socioeconomically disadvantaged	+0.8%	+1.6%
Foster youth	-6.6%	-0.6%
Students with Disabilities	+1.6%	-1.1%



## Math Growth by Grade-level

Winter 2025-Winter 2026

Subgroup	Non-Cohorted	Cohorted
3rd grade	+1.6%	+3.9%
4th grade	+2.3%	+6.1%
5th grade	+1.4%	+4.8%
6th grade	-0.7%	-1.0%
7th grade	0.0%	-4.1%
8th grade	+0.8%	+0.2%



## 2025-26 Math Instructional Focus Areas

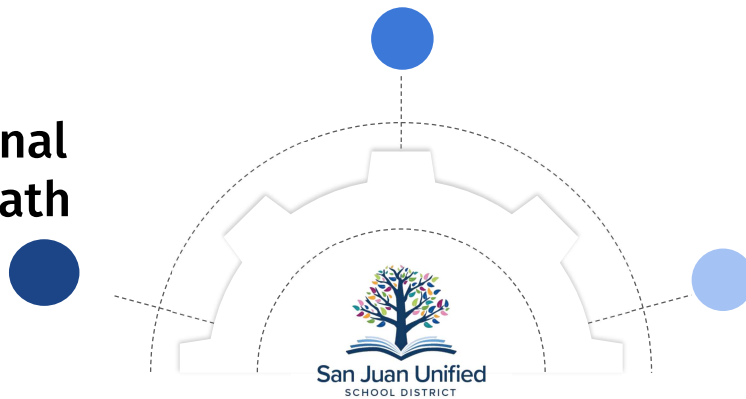


## 2025-26 Math Instructional Focus Areas

### Student engagement and thinking

Foundational skills in math

Data-driven instruction & collaboration



7

## Foundational Skills in Math

### What is it?

- Understanding how numbers work and relate to one another
- Emphasis on reasoning and sense-making

$$\begin{array}{r} 39 \\ 400 \\ -199 \\ \hline 201 \end{array} \rightarrow \begin{array}{c} 400 - 199 \\ \leftarrow \begin{array}{c} -200 \\ +1 \end{array} \rightarrow \\ \begin{array}{c} 200 \quad \boxed{201} \quad 400 \end{array} \end{array}$$



### What are we doing?

- Supporting educator learning in number sense and reasoning
- Using evidence of student thinking to make instructional decisions.

“My students are beginning to generalize and apply concepts across various domains.”  
- 3rd grade teacher, Dyer-Kelly Elementary



Kindergarten at Mariemont

8

## Student engagement and thinking

### In classrooms

- Students explore problems using a variety of strategies beyond a single procedure
- Students explain, justify, and connect ideas
- Teachers guide learning by asking questions and building on student thinking

### What are we doing?

- Professional learning focused on student-centered strategies for reasoning, engagement, and math talk
- Communities of practice supporting collaborative planning, practice, and reflection

“Students are interacting more with the content and actively building their understanding instead of sitting and getting information from a lecture.”  
-8th grade teacher, Woodside K-8



2nd grade at Starr King

9

## Data-driven instruction and collaboration

### Learning from promising practices at schools

#### What does it look like in practice?

- Teachers analyze student work and learning trends together
- Instruction is adjusted based on evidence of student learning
- Students set learning goals and monitor their own progress

#### How schools have supported this work

- Dedicated time for collaborative data analysis and planning
- Structures that support student goal-setting and progress monitoring
- Practices that celebrate growth and progress

“Our goal was to help students develop buy-in to monitor their own learning.”  
- Principal, Coyle



Small group instruction at Cameron Ranch

10



## Looking forward:

Responding to our data and strengthening coherence



## Looking Forward

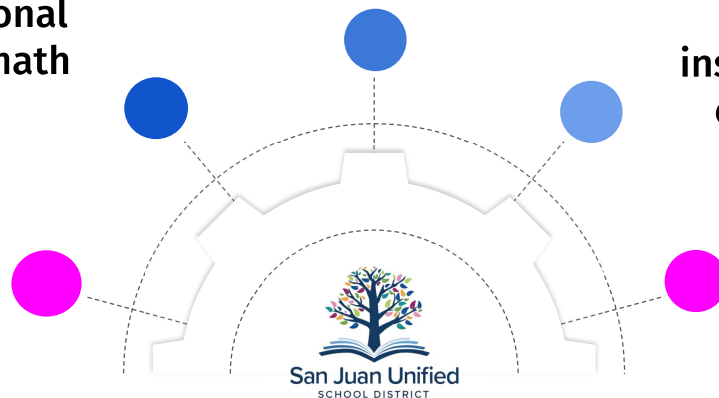
Student engagement and thinking

Foundational skills in math

Data driven instruction and collaboration

Implementation of high quality instructional materials

Building site level capacity



San Juan Unified  
SCHOOL DISTRICT



## Supporting Foundational Skills in Secondary

### Responding to, and addressing, secondary data

- Continued focus on foundational skills and checking for understanding, aligned to instructional materials
- Emphasis on student engagement through real-world problem solving, structured math discussions, and meaningful, engaging learning experiences
- Opportunities for teachers to observe one another’s classrooms, reflect, and share effective practices
- Secondary-focused professional learning and support for teachers to strengthen reasoning, engagement, and use of Math Is Figureoutable resources
- Continued department collaboration using evidence of learning to adjust instruction and plan targeted reteaching



## Implementation of high quality instructional materials

### How the materials strengthen instruction

- Reinforces conceptual understanding, reasoning, and engagement
- Builds in regular checks for understanding during instruction
- Connects math to real-world situations and hands-on experiences

“The hands-on, play based activities are so grounded in real world situations that students don’t realize they are doing math!”-

- Kindergarten teacher,  
Starr King

“The students understand the math. They aren’t memorizing or guessing, they’re working it out together.”  
- 2nd grade teacher, Deterding



Building shapes with volume in Kindergarten at Starr King

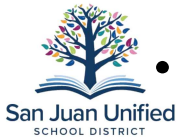




## Building Site-Level Capacity

### Supporting consistent implementation across classrooms and schools

- District and site leadership aligned around consistent expectations for math instruction
- Consistent use of data to inform planning and monitor student progress
- Curriculum ambassadors providing just-in-time support for teachers
- Dedicated collaboration time, site visits, and feedback loops to support and monitor implementation
- District focus on checking for understanding to monitor student progress toward grade-level expectations
- Communities of practice to support specific student needs



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## Building Site-Level Capacity to Support Families

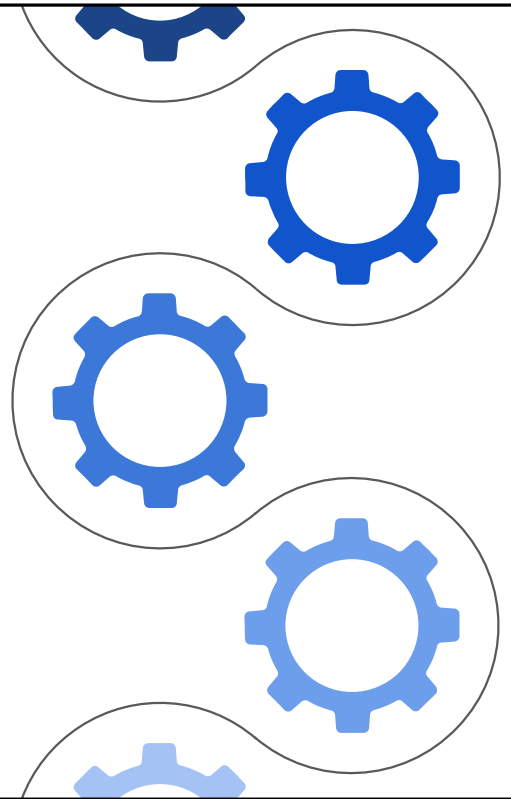
### Family engagement and communication

- Monthly family resources and learning opportunities shared across sites
- Site-led family math learning opportunities to engage families in student learning
- Coordinated communication across district and school sites in partnership with the communications team
- Program-specific resources available to families through the district website



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# Questions



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

**AGENDA ITEM:** J.2

**MEETING DATE:** 05/26/2026

**SUBJECT: Public Hearing: 2026-2027 Special Education Local Plan Area Annual Update (Dale) - 7:45 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

**Public Hearing/Action:** The superintendent is recommending that the board hold a public hearing and approve the 2026-2027 Special Education Local Plan Area (SELPA) Local Plan update.

**RATIONALE/BACKGROUND:**

Each year, the California Department of Education (CDE) requires an update to the SELPA Local Plan. Depending upon prior year submissions, only certain sections of the plan are required for updates. In 2023–2024, the Board approved a full submission of all required sections of the Local Plan. For the 2026–2027 school year, the sections required to be updated include: Section A (Contacts and Certifications), Section B (Governance and Administration), Section D (Annual Budget Plan), and Section E (Annual Service Plan).

**ATTACHMENT(S):**

1. [2026-27 SELPA Local Plan](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Community Advisory Committee: 04/28/2026

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

Funding Sources:

AB 602 State Aid \$35,728,800

AB 602 Property Tax \$2,654,309

Federal IDEA Part B \$10,472,008

Federal IDEA Part C \$162,284

State Infant/Toddler \$2,501,081

State Mental Health \$ 3,166,471

Federal Mental Health \$471,603

General Fund Contribution \$90,577,625

**PREPARED BY:**

Rebecca Foster, Director II, Special Education

**APPROVED BY:**

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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### Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
  - Local Plan Section B
  - Certifications 1, 3, 4 and 5 are required
  - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
  - Select if this Local Plan Section D submission was revised after June 30th due date
    - Local Plan Section D
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I-V are required
    - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
  - Select if this Local Plan Section E submission was revised after June 30th due date
    - Local Plan Section E
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I and VI are required
    - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information. NOTE: SELPA Director position changes do not require amendments to the Local Plan. However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="San Juan Unified School District"/>		
Street Address	<input type="text" value="3738 Walnut Avenue"/>	Zip Code	<input type="text" value="95608"/>
City	<input type="text" value="Carmichael"/>	County	<input type="text" value="Sacramento"/>
Mailing Address	<input type="text" value="3738 Walnut Avenue"/>		
City	<input type="text" value="Carmichael"/>	Zip Code	<input type="text" value="95608"/>
Director First Name	<input type="text" value="Rebecca"/>	Administrator Last Name	<input type="text" value="Foster"/>
Director Title	<input type="text" value="Director II, Special Education SELPA"/>		
Director's Email	<input type="text" value="rebecca.foster@sanjuan.edu"/>		
Telephone	<input type="text" value="916-971-7525"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name

Section A: Contacts and Certifications

SELPA  Fiscal Year

Street Address	<input type="text" value="3738 Walnut Avenue"/>	Zip Code	<input type="text" value="95608"/>
City	<input type="text" value="Carmichael"/>	County	<input type="text" value="Scaramento"/>
Contact First Name	<input type="text" value="Rebecca"/>	Last Name	<input type="text" value="Foster"/>
Contact Title	<input type="text" value="Director II, Special Education SELPA"/>		
Email	<input type="text" value="rebecca.foster@sanjuan.edu"/>		
Telephone	<input type="text" value="916-971-7525"/>	Extension	<input type="text"/>

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes  No  N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

**Add COE**

**Delete COE**

**Public Hearing Requirements**

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA; or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	San Juan Unified	Sandra Butorac	Administrator-Spec. Ed.	All
-	San Juan Unified	Kimber Rice	CAC	Multiple
-	San Juan Unified	Rebecca Foster	Administrator-Spec. Ed.	All
-	San Juan Unified	Michele Ebler	Other	Section D
-	San Juan Unified	Makenzie Guye	CAC	Multiple

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	San Juan Unified	Niki Martasian	Parent	Multiple
<input type="checkbox"/>	San Juan Unified	Amy Hossack	Parent	Multiple
<input type="checkbox"/>	San Juan Unified	Dina Grey	Parent	Multiple
<input type="checkbox"/>	San Juan Unified	Alison Lerch	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	San Juan Unified	Eric Anderson	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	San Juan Unified	Tim Dale	Administrator-Gen. Ed.	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)  
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)  
Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the

Section A: Contacts and Certifications

SELPA

Fiscal Year

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CDE's record keeping purposes.

- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**

**Local Plan Section B: Governance and Administration**

**IMPORTANT:** Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes     No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

- Yes     No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity Signature\*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

\*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

**Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan**

**IMPORTANT:** Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

Yes     No    (If the answer is "NO," please include comments.)

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity Signature\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

**SELPA**

**Fiscal Year**

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

Section B: Governance and Administration

SELPA

Fiscal Year

**B. Governance and Administration**

California *Education Code (EC)* sections 56195 et seq. and 56205

**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area  Local Plan Requirements**

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

San Juan Unified School District SELPA is located in Sacramento County. It includes portions of or all of the cities of Carmichael, Fair Oaks, Citrus Heights, Orangevale, and unincorporated portions of Sacramento County.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

SJUSD is a single district SELPA. Pursuant to Sections 56195 and 56200 of the California Education Code, the Governing Board of the District has the responsibility to adopt a plan to assure access to special education and services for all eligible students with disabilities residing in the geographic area served by SJUSD. The goal of special education is to help students with disabilities become increasingly independent as they move through the grade levels. Close collaboration between the special education and general education staff and administrators is a priority to reach this goal for all students with disabilities.

**RESPONSIBILITIES OF LOCAL SJUSD BOARD MEMBERS**

The SJUSD Board of Education shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. Enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs by approving the Local Plan.
3. Review and approve revisions of the SJUSD Local Plan for Special Education.

Section B: Governance and Administration

SELPA

Fiscal Year

4. Participate in the governance of the SJUSD SELPA through its designated representative, has the authority to act as the board designee to approve and amend policies as necessary.

**ROLE OF THE SELPA ADMINISTRATOR**

The Administrator of SELPA is the primary administrator responsible for the operation of SELPA. The SELPA responsibilities of the Administrator include coordination and administration of the SELPA and the Local Plan. The Administrator oversees the following:

1. Coordinated system of identification and assessment
2. Coordinated system of procedural safeguards
3. Coordinated system of staff development and parent education
4. Coordinated system of curriculum development and alignment with the core curriculum
5. Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism
6. Coordinated system of data collection and management
7. Coordination of inter-agency agreements
8. Coordination of services to medical facilities
9. Coordination of services to licensed children's facilities and foster family homes
10. Preparation and transmission of required SELPA reports
11. Fiscal and logistical support of the Community Advisory Committee
12. Coordination of transportation services for students with disabilities

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The Board of Education and District Superintendent authorize the SELPA Director to act on their behalf to make recommendations and decisions regarding the provision of a full continuum

Section B: Governance and Administration

SELPA

Fiscal Year

of special education services within the SELPA. The SELPA Director reports to the Deputy Superintendent of Education services. The Deputy Superintendent regularly consults with the Superintendent regarding special education services within the District. The Board of Education is the final authority for formal policies that impact the governance and administration of the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The SJUSD SELPA is a single district SELPA. The Sacramento County Office of Education has final authorization over SJUSD SELPA revised Local Plan once approved by the SJUSD Board of Education.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

CAC has the following responsibilities: advise the policy and administrative entity of the SJUSD SELPA regarding the development, amendment, and review of the local plan; recommend annual priorities to be addressed by the plan; assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan; encourage community involvement in the development and review of the local plan; support activities on behalf of students with disabilities; assist in parent awareness and the importance of regular school attendance; and support the District Board and administration in the efforts provided to support children with disabilities in the schools of the district. The appointment of CAC members shall be made by the governing board in accordance with the provisions of the CAC bylaws.

Responsibilities of the CAC

- a) Advising the Board of Education regarding the development, amendment, modification, and review of the Local Plan;
- b) Recommending descriptions such as the Annual Budget Plan and the Annual Services Plan

Section B: Governance and Administration

SELPA San Juan Unified School District

Fiscal Year 2026-27

to be addressed by the Local Plan;

- c) Assisting in parent/guardian education and in recruiting parents/guardians and other
- d) Encouraging community involvement in the development and review of the Local Plan;
- e) Supporting activities on behalf of individuals with exceptional needs: and
- f) Assisting in parent/guardian awareness of the importance of regular school attendance.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The description of the governance and administration of the local plan and the policymaking process are consistent with California Education Code sections 56001 (f), and 56195.9 (a), and reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members.

SELPA administrators meet regularly with interested parties to provide consultation on development and execution of the SELPA local plan. Representative group input is gathered through interested party interviews and surveys. Parent members of the CAC provide input through CAC Public Meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

- \* Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- \* Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- \* Provision of administrative support.
- \* The employment of staff to support SELPA functions.

Section B: Governance and Administration

SELPA

Fiscal Year

The SJUSD SELPA is designated as the responsible local agency (RLA) for the administration and implementation of the Local Plan, including the provision of a continuum of program options and services. The SELPA shared responsibility for fiscal administrative support and for coordination and implementation of the approved Allocation Plan. The SJUSD SELPA will have no responsibility to operate any direct educational services, but will help coordinate available resources across the SELPA. The SJUSD SELPA is responsible for its membership to be compliant with all applicable and regulation related to the provision of special education and related services.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

As a single-district SELPA the SJUSD SELPA is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

The SJUSD SELPA has a contractual agreement with the Sacramento County Office of Education to provide services to its infant and toddlers, students with significant cognitive and physical needs, and students residing in the juvenile court system.

Additionally, the SJUSD SELPA has a memorandum of understanding (MOU) with Alta California Regional Center for the provision of services for its infants and toddler students with disabilities.

Additional participating agencies may enter into contractual agreements with the SJUSD SELPA to meet the requirements of applicable federal and state laws. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities designated within the Local Plan. Each agency shall provide special education and related services to all eligible students including students attending charter schools where the SJUSD SELPA has granted that charter.

Section B: Governance and Administration

SELPA

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D)(ii)(II); EC 56195.7(i)]

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

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The SJUSD SELPA Administrator, under the supervision of the SJUSD Deputy Superintendent of Education Services, is responsible for the coordination of special education services and programs within the SJUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The SELPA Administrator is given authority to implement policies and procedures.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The SELPA and Special Education Director, in collaboration with business services, is responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

- 12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

The SJUSD SELPA provides specialized services, equipment, books, and materials to students with Low Incidence Disabilities ages birth through 22 years. Low incidence disabilities include deaf-blind, deaf, hard of hearing, orthopedic impairment and/or visual impairment. Specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve eligible students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment utilizing inclusive practices.

The SJUSD SELPA retains Low Incidence Funding. A Low Incidence Committee composed of knowledgeable educators approves specialized equipment purchases or requested specialized services. The Low Incidence Committee will make its determination based on a review of the assessment data and the recommendations of the IEP team. Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used and reassignment of specialized books, materials, and equipment within the SELPA. The committee establishes priorities for the use of funds in accordance with State policy.

**Policies, Procedures, and Programs**

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases,

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provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

---

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

---

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.  The policy is adopted by the SELPA as stated:

Yes  No

---

**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

---

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions. The policy is adopted by the SELPA as stated:

Yes  No

---

**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children

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who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

---

**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.  The policy is adopted by the SELPA as stated:

Yes  No

---

**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.  The policy is adopted by the SELPA as stated:

Yes  No

---

**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

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Yes  No

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

---

**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

---

**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

---

**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

---

**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

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**Administration of Regionalized Operations and Services**

Section B: Governance and Administration

SELPA San Juan Unified School District

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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function: □

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	Governance
Document Location:	<a href="http://seis.org/documentlibrary/sanjuan.edu/academics/special-education">http://seis.org/documentlibrary/sanjuan.edu/academics/special-education</a>
Description:	<p>SJUSD SELPA Director</p> <p>The SELPA Director serves as the chief administrator and instructional leader for all special education programs related services within the SJUSD SELPA.</p> <p>It is the function of the SJUSD SELPA administrative structure to ensure a quality educational program appropriate to the needs of each eligible child with a disability who is served by the SJUSD; and, that all such programs are operated in a cost effective manner, consistent with the funding provisions of California Education Code section 56700 et seq, the Federal Individuals with Disabilities Act (IDEA), and all other laws policies, and procedures of the SJUSD SELPA.</p> <p>San Juan Unified School District shall serve as the AU for the San Juan Unified School District SELPA. the SJUSD SELPA staff implements the policies and decisions that are enacted by the regional governance and administrative structure of the SJUSD SELPA.</p> <p>Regionalized services shall include, but not be limited to:</p> <ul style="list-style-type: none"> <li>* interagency coordination and development of agreements</li> <li>* nonpublic school/agency coordination and development of Master Contracts and uniform procedures for Individual Service Agreements</li> <li>* provision of SJUSD SELPA Program Specialist services,</li> <li>* evaluation, program review, and data collection</li> </ul>

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2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="Child Find"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>
Description:	<p>The SJUSD SELPA implements a coordinated system of identification and referral to provide for meeting the legal requirements of each LEA to actively and systematically seek out all individuals with exceptional needs, from birth to 22 years of age, including children not enrolled in public school programs, students that attend private schools, highly mobile individuals with exceptional needs, such as students who are migrant or homeless; students who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and has a need for special education and related services, and students who are wards of the State.</p>

3. Coordinated system of procedural safeguards:

Document Title:	<input type="text" value="Procedural Safeguards"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>
	<p>Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards.</p> <p>The SJUSD SELPA maintains a copy of the "Notice of Procedural Safeguards and Parents' Rights" in the SEIS Document Library. A copy of the "Notice of Procedural Safeguards and Parents' Rights" must be offered to the parent a minimum of one time yearly. Best practice suggests giving it to the parent to review at the start of every IEP meeting. The member LEA/district should ensure the parent(s) understands the notice by inquiring as to whether parent(s) have any questions or would like further clarification and document the receipt on the signature page of the IEP.</p>

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Description:

A copy must also be provided:

- \* Upon initial referral or parental request for evaluation
- \* When sending out an Assessment Plan and/or Prior Written Notice
- \* Upon receipt of the first state complaint in the school year
- \* Upon receipt of the first due process complaint in the school year
- \* In accordance with disciplinary procedures
- \* Upon parental request

Under IDEA, the procedural safeguards notice must be:

Written in a language understandable to the general public; and provided in the native language of the parent or in another mode of communication that is used by the parent, unless it is clearly not feasible to do so as per Title 5, Code of Federal Regulations section 300.503 (c)

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

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14. Coordination of career and vocational education and transition services:

Document Title:	<input type="text" value="Procedure manual"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>
Description:	<input type="text" value="Describes the coordination of vocational and transition services."/>

15. Assurance of full educational opportunity:

Document Title:	<input type="text" value="Full Educational Opportunity"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>
Description:	<input type="text" value="Describes the agreement of the SELPA to provide a range of school services available to students without disabilities also to students with a spectrum of disabilities."/>

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01  The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:	<input type="text" value="Governance; maintenance of Effort Supplementation of Stte/Federal Funds, Local Plan"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>
Description:	<input type="text" value="Describes the SELPA administrator's responsibility for fiscal administration of the budget plan, allocation of funds, and reporting and accounting of special education funding."/>

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:	<input type="text" value="Comprehensive System of Personnel Development"/>
Document Location:	<input type="text" value="http://seis.org/documentlibrary&lt;br/&gt;sanjuan.edu/academics/special-education"/>

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Description:

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

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Description:

administrative contact information, Alternative Dispute Resolution, and formal dispute processes. Community Advisory Committee information is also available in the same location.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and

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related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

Document Location:

Description:

Juvenile court schools provide public education for juveniles who are incarcerated in facilities run by county probation departments. These schools are located in juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities and are operated by the county board of education in the county in which the facility is located.

Juveniles who are under the authority of the juvenile court system are required to attend school under California's compulsory education requirements. Juvenile court school students are provided a California standards-based curriculum and must take educational assessment tests required of all students in the state's public schools. These schools offer students a course of study that leads to a high school diploma or high school equivalency certificate.

Students released from a juvenile facility who are under the age of nineteen and have not yet graduated or received their high school equivalency certificate are required to continue attending school, most often at a district or country-run school. Students from ages sixteen to eighteen who are released by a juvenile court must continue their public education.

**LOCAL PLAN**  
**Section D: Annual Budget Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA San Juan Unified

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### Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA San Juan Unified

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**TABLE 1**

**Special Education Projected Revenue Reporting (Items D-1 to D-3)**

**D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	35,728,800	24.52%
AB 602 Property Taxes	2,654,309	1.82%
Federal IDEA Part B	10,472,008	7.19%
Federal IDEA Part C	162,284	0.11%
State Infant/Toddler	2,501,081	1.72%
State Mental Health	3,166,471	2.17%
Federal Mental Health	471,603	0.32%
Other Projected Revenue	90,577,625	62.15%
<b>Total Projected Revenue:</b>	<b>145,734,181</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to EC Section 2572. EC Section 56205(b)(1)(B)

Contribution - \$89,659,581 DHOH billing - \$472,319 Workability (RS 6520) \$445,725
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**D-3. Attachment II: Distribution of Projected Special Education Revenue**

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Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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**TABLE 2**

**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)**

**D-4. Total Projected Budget by Object Code**

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="51,044,366"/>	35.03%
Object Code 2000—Classified Salaries	<input type="text" value="31,976,233"/>	21.94%
Object Code 3000—Employee Benefits	<input type="text" value="48,296,762"/>	33.14%
Object Code 4000—Supplies	<input type="text" value="694,498"/>	0.48%
Object Code 5000—Services and Operations	<input type="text" value="12,395,563"/>	8.51%
Object Code 6000—Capital Outlay	<input type="text" value=""/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,326,759"/>	0.91%
<b>Total Projected Expenditures:</b>	<b>145,734,181</b>	<b>100.00%</b>

**D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code**

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

**D-6. Code 7000—Other Outgo and Financing**

Include a description for the expenditures identified under object code 7000:

Ob 7310 indirect costs - \$1,211,655  
 Ob 7100 Tuition - \$115,104

Section D: Annual Budget Plan

SELPA San Juan Unified

Fiscal Year 2026-27

**TABLE 3**

**Federal, State, and Local Revenue Summary (Items D-7 to D-8)**

**D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	44,968,705	30.86%
Projected Federal Revenue	11,105,895	7.62%
Local Contribution	89,659,581	61.52%
<b>Total Revenue from all Sources:</b>	145,734,181	100.00%

**D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

**D-9. Special Education Local Plan Area Allocation Plan**

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

N/A - Single District SELPA

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 4**

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="51,044,366"/>	35.03%
Object Code 2000—Classified Salaries	<input type="text" value="31,976,233"/>	21.94%
Object Code 3000—Employee Benefits	<input type="text" value="48,296,762"/>	33.14%
Object Code 4000—Supplies	<input type="text" value="694,498"/>	0.48%
Object Code 5000—Services and Operations	<input type="text" value="12,395,563"/>	8.51%
Object Code 6000—Capital Outlay	<input type="text" value=""/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,326,759"/>	0.91%
<b>Total Projected Operating Expenditures:</b>	<b>145,734,181</b>	<b>100.00%</b>

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Ob 7310 indirect costs - \$1,211,655 Ob 7100 Tuition - \$115,104
---

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

**D-12. Defined Goals for Students with LI Disabilities**

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
Local Plan Annual Submission

**INTENTIONALLY  
LEFT  
BLANK**

Attachment I

SELPA:

Fiscal Year:

**Attachment I. Local Educational Agency Listing**

**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

**To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

**LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2021-22 or 2022-23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

**SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: San Juan Unified

Fiscal Year: 2026-27

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	34	67447			San Juan Unified School District	Rebecca	Foster	916-971-7525	rebecca.foster@sanjuan.edu	Previously Reported

Attachment II

SELPA: San Juan Unified

Fiscal Year: 2026-27

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. EC Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California EC, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to EC Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA:

Fiscal Year:

**Attachment II. Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021-22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	San Juan Unified School District	0	0	0	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0	0	0	0

Attachment III

SELPA:

Fiscal Year:

**Attachment III: Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2. NOTE: For fiscal year 2021-22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000	2000	3000	4000	5000	6000	7000	Subtotal
		Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital Outlay	Other Outgo and Financing	
1	San Juan Unified School District	0	0	0	0	0	0	0	0
<b>Totals:</b>		0	0	0	0	0	0	0	0

Attachment IV

SELPA:

Fiscal Year:

**Attachment IV : Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: This Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	San Juan Unified School District	0	0.00%	0	0.00%	0	0
	Totals:	0	0.00%	0	0.00%	0	0

Attachment V

SELPA:

Fiscal Year:

**Attachment V: Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021 L22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	San Juan Unified School District	0	0
	Totals:	0	0

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

Attachment VII

SELPA:

Fiscal Year:

**Attachment VII - Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
San Juan Unified School District		Delete This Row							<input type="text"/>

DO NOT  
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

**Certification 3: County Office of Education**

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to EC Section 56140(b).

Yes  No

If "Yes," the COE must enter comments and recommendations here:

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA**

**Fiscal Year**

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC) 56195.7(c)*. *EC sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC 56195.1 and 56195.7*

Yes  No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Yes  No

Web address where the SELPA Local Plan, including all sections, is posted.

Authorized Signature

COE Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Fiscal Year

**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required only for the submission of the Section B: Governance and Administration section of the Local Plan

**Cert 4-1. Community Advisory Committee Participation**

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

Yes  No (If the answer is NO, please include comments.)

**Cert 4-2. Community Advisory Committee Review Timeline**

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

Yes  No (If the answer is NO, please include comments.)

**Cert 4-3. Community Advisory Committee Comments**

The CAC provided written comments to the SELPA regarding this Local Plan submission.

Yes  No (If the answer is NO, please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Authorized Signature**

CAC Chairperson

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

**Certification 5: Local Educational Agency**

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

**Cert 5-1. Special Education Local Plan Area Governance Structure**

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

**Cert 5-2. Local Educational Agency Local Plan Web Posting**

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA**

**Fiscal Year**

**Cert 5-3. Submission Certification Requirements for LEAs**

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date









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

**AGENDA ITEM:** J.3

**MEETING DATE:** 05/26/2026

**SUBJECT:** Layoff of Certificated Personnel (Gaddis) - 8:00 p.m.

**DEPARTMENT:** Legal Services

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt the attached decision (Proposed Decision as Amended of the Administrative Law Judge) in the Matter of the Certificated Layoff Hearing of San Juan Unified School District, OAH Case No. 2026030102.

**RATIONALE/BACKGROUND:**

The California Education Code specifies the procedures school districts must follow to reduce certificated personnel as a result of the elimination or reduction of particular kinds of services. Due to the district's structural deficit, it was necessary to reduce services and, consequently, reduce the number of certificated personnel. The district has followed the Education Code procedures; the employees affected have been provided with their hearing rights as specified by law; and the administrative law judge has rendered a proposed decision which the board must adopt as amended, or else reject it and adopt its own decision, in order to effectuate a reduction in services for the 2026-2027 school year.

**ATTACHMENT(S):**

1. [Proposed Decision by Administrative Law Judge](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Fhanysha Clark Gaddis, J.D., MPP, General Counsel

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

**BEFORE THE  
GOVERNING BOARD OF THE  
SAN JUAN UNIFIED SCHOOL DISTRICT  
STATE OF CALIFORNIA**

**In the Matter of the Statement of Reduction in Force of:**

**CARRIE BEHNKE, TERYN HECKERS, MICHAEL HERNANDEZ,  
LAURIE JOHNSON, MIA JUAREZ RODRIGUEZ, SARA KAWALE,  
APRIL LONERO, IULIA MOLODOI-HENDRICKS, ASHELY  
SANDOVAL, MATTHEW SATCHWELL, PAIGE SMITH, and  
SALLY VANG, Respondents**

**OAH No. 2026030102**

**PROPOSED DECISION**

Sean Gavin, Administrative Law Judge, Office of Administrative Hearings, State of California, heard this matter on April 27, 2026, in Sacramento, California.

Michelle Cannon, Attorney at Law, represented the San Juan Unified School District (District).

Michael McCallum, Attorney at Law, represented respondents Carrie Behnke, Teryn Heckers, Michael Hernandez, Laurie Johnson, Mia Juarez Rodriguez, Sara Kawale, April Lonero, Paige Smith, and Sally Vang (collectively, respondents).

The District also served layoff notices to Iulia Molodoi-Hendricks, Ashley Sandoval, and Matthew Satchwell. Ms. Molodoi-Hendricks and Ms. Sandoval did not request a hearing. Mr. Satchwell requested a hearing but later withdrew his request. None of those three individuals attended the hearing.

## **FACTUAL FINDINGS**

### **Respondent's Certificated Positions**

1. Respondents are all certificated employees of the District. They hold the following positions and credentials:

Respondents Hernandez, Kawale, Lonerio, Molodoi-Hendricks, Sandoval, Satchwell, and Vang are school counselors who hold a Pupil Personnel Services (PPS) credential.

Respondents Behnke, Heckers, Johnson, and Rodriguez are school social workers who hold a PPS credential.

Respondent Smith is a school nurse who holds a School Nurse Services credential.

### **Board Resolutions**

2. On February 24, 2026, the District's Governing Board (Board) passed three resolutions to reduce or discontinue particular kinds of services (PKS) and decrease the number of certificated employees of the District for the 2026–2027 school year. Resolution No. 4246 mandated a reduction or discontinuation of PKS in the amount of 118.05 full-time equivalent (FTE) positions for the 2026–2027 school

year, provided the method to determine which employees to lay off, and authorized the District’s Chief of Human Resources (HR) to send notices to the certificated employees to initiate the layoffs. As relevant to this matter, Resolution No. 4246 identified the PKS to be reduced or discontinued, and their corresponding FTEs, as follows:

Counselor K/6	4.7 FTE
Counselor Spec. Program 186 Days	1 FTE
Counselor Spec Program 195 Days	3.5 FTE
Counselor-7/8	0.5
Counselor-9/12	2.9 FTE
Nurse School 218 Days	1 FTE
School Social Worker	5.6 FTE

3. Resolution No. 4248 provided, in relevant part, “as a result of said reduction or elimination of certificated services in the Early Childhood Education Program due to lack of work or lack of funds, it will be necessary to decrease the number of certificated employees in the District.” Resolution No. 4248 mandated a reduction or discontinuation of PKS in one FTE position of “TCH-CDPT 234 Days” and authorized District’s Chief of HR to send a notice to the certificated employee to initiate the layoff.

4. Resolution No. 4250 mandated a reduction or discontinuation of PKS in the amount of 6.93332 FTE positions for the 2026–2027 school year, provided the method to determine which employees to lay off, and authorized District’s Chief of HR

to send notices to the certificated employees to initiate the layoffs. As relevant to this matter, Resolution No. 4250 authorized a reduction or discontinuation of PKS in one 0.4 FTE Adult Educator (A/E) Counselor position.

### **RESOLUTION NO. 4247 – TIE-BREAKING CRITERIA**

5. Also on February 24, 2026, the Board passed three resolutions specifying criteria for determining the order of termination of certificated employees who first rendered paid service to the District on the same date. As relevant to this matter, Resolution No. 4247 provided that, for “certificated employees who first rendered paid service as a probationary teacher to the district on the same date,” the District would first assign points based on teachers’ credentials and authorizations, National Board certification, and experience teaching at a District Designated Title 1 school during the 2025-2026 school year. If employees earned the same points based on those criteria, the District would then break any ties based on “[e]ach year or portion of a year of in-district experience as a certificated employee under contract prior to the employee’s seniority date.” The District would then break any remaining ties by lottery.

### **Layoff Notices and Requests for Hearing**

6. On March 13, 2026, Cloris Henry, Ed.D., the District’s Senior Director of HR, sent certificated employees, including all respondents, a “Notice of Possible Layoff Due to Reduction or Discontinuance of Particular Kinds of Services (Education Code §44949 and §44955)” (Notice). Dr. Henry sent the Notices by email and certified mail to the last known address of each employee. She attached a Hearing Request Form and the Board Resolutions to the Notices. As for respondent Vang, the District produced at hearing the certified mail logbook and receipt showing that it sent her the layoff Notice on March 13, 2026, by certified mail.

7. Except for Ms. Molodoi-Hendricks and Ms. Sandoval, all respondents timely filed a Request for Hearing. On March 23, 2026, Dr. Henry signed the District's Statement of Reduction in Force, which initially included 103 certificated employees of the District, including all respondents. The District did not explain why it included Ms. Molodoi-Hendricks and Ms. Sandoval in the Statement of Reduction in Force given that neither filed a Request for Hearing in response to the layoff Notice.

8. The District did not present evidence of when it served the Statement of Reduction in Force on respondents. On March 30, 2026, all respondents except Ms. Molodoi-Hendricks, Ms. Sandoval, and Mr. Satchwell served the District with a Notice of Participation in Reduction in Force Hearing. This hearing followed. Jurisdiction for the subject proceedings exists pursuant to Education Code sections 44949 and 44955.

### **Cause for Reduction of Discontinuation of Services**

9. Joel Ryan has been the District's Chief Financial Officer for two years. He testified at hearing about the reasons for the District's layoffs. He explained the District's annual budget is approximately \$750 million to \$800 million, 82 percent of which is employee costs. The District has a structural deficit because its long-term expenditures exceed its revenue. The District is attempting to address its structural deficit through multiple strategies, such as laying off personnel and reducing its non-personnel budget at the District's central office by five percent.

10. The District must manage its budget to maintain its reserves for a three-year period. The District tracks its total "fund balance," which consists of non-spendable money, committed funds, a two percent reserve for economic uncertainty, assigned funds, and unassigned funds.

11. Mr. Ryan participated in a process through which the District's Budget Review Committee assessed the risks to the District's future budgets and made a three-year projection of its finances. The risks include lower cost-of-living adjustments than previously projected, declining student enrollment, special education costs, deficits in the California state budget, and the elimination of certain one-time funding.

12. According to the District's budget projection, for the 2025–2026 school year, its total expenditures will exceed its revenue by approximately \$69 million. That yearly deficit will reduce the District's ending fund balance from approximately \$198 million to approximately \$129 million. For the 2026–2027 school year, the District's total expenditures are projected to exceed its revenue by approximately \$32 million, further reducing its fund balance to approximately \$96 million. For the 2027–2028 school year, the District's total expenditures are projected to exceed its revenue by approximately \$24 million, further reducing its fund balance to approximately \$72 million.

13. According to Mr. Ryan, the District's structural deficit will persist even after it moves forward with the layoffs. He acknowledged that if the projections are correct, the District will have a fund balance of more than \$72 million after the 2027–2028 school year. Nevertheless, he believes it would be fiscally "very irresponsible" for the District not to move forward with these layoffs in light of the multi-year deficits and associated rapidly declining fund balance.

## **District's Additional Evidence at Hearing**

### **THE DISTRICT'S SENIORITY LISTS**

14. Dr. Henry testified at hearing that HR personnel applied the District's Resolutions, including the tie-breaking Resolution No. 4247, when determining which

employees to notice of layoff. She explained the District maintains seniority lists for certified employees working in different positions. As relevant to this case, the District maintains a seniority list for social workers, school counselors, and school nurses.

15. The District's HR personnel used those seniority lists to determine which employees to lay off consistent with the Board's Resolutions. Dr. Henry acknowledged that Resolution Nos. 4246, 4250, and 4247 references "teachers." She explained that she and HR staff understand that term to refer to all certificated employees such that respondents, who are certificated social workers, counselors, and a school nurse, were included in those Resolutions. Similarly, one of the tie-breaking criteria identified in Resolution No. 4247 provides for one point to those who "[t]aught at a District Designated Title 1 School during the 2025–2026 school year." Dr. Henry and HR staff understand the word "taught" to mean "provided services."

16. Dr. Henry testified at hearing that no employees were laid off while any other employees with less seniority were retained to render services that the laid off employees were certificated and competent to render. She explained HR analysts used the seniority lists and applied the tie-breaking criteria to determine which employees to notice for layoff.

### **THE DISTRICT'S SURPLUS/VACANCY LIST**

17. At hearing, respondents introduced into evidence a list of the District's open positions for the 2026–2027 school year. The list shows seven open counselor positions for a total of six FTE. It also shows three open FTE social worker positions. Dr. Henry explained the "surplus/vacancy list" is a document that changes frequently and reflects openings at any given time. The District and the San Juan Teachers Association (SJTA), the union of which many certificated employees are members, use the

surplus/vacancy list to assess ongoing needs and make employment placements. According to Dr. Henry, the District will fill any remaining vacancies with the most senior available employees, including those with rehire rights. However, in her opinion, the surplus/vacancy list does not mean the District cannot move forward with the layoffs required by the Board's Resolutions.

### **TIE-BREAKING OF SOCIAL WORKERS**

18. Harold Giffin has worked for the District's HR department since July 2017. He has been a Senior HR Analyst since July 2023. Mr. Giffin used the District's seniority lists to identify the least senior employees to layoff, consistent with the District's Resolutions. The seniority list for social workers included four employees with the same seniority date of August 6, 2024: Taylor Munion, April Maple, respondent Heckers, and respondent Juarez Rodriguez.

19. Resolution No. 4246 called for 5.6 FTE social worker positions to be eliminated. When applying that reduction to the seniority list, Mr. Giffin determined two of the social workers with the seniority date of August 6, 2024, must be laid off. Therefore, he applied Resolution No. 4247 to break the four-way tie.

20. Specifically, Resolution No. 4247 assigned four points to each full K-12 base credential the employees held. Each of the four tied employees held a PPS credential, so Mr. Giffin awarded each four points. Resolution No. 4247 also assigned two points for each supplemental authorization the employees held. Mr. Giffin determined Ms. Munion maintained a School Child Welfare and Attendance supplemental authorization and therefore awarded her two additional points. None of the other three employees in question held a supplemental authorization.

21. Resolution No. 4247 also assigned one point for employees who “[t]aught at a District Designated Title 1 School during the 2025–2026 school year.” Mr. Giffin understood the word “taught” to mean “provided services” in the tie-breaking language.

22. Mr. Giffin determined Ms. Maple was assigned to Katherine Johnson Middle School, a Title 1 school, and therefore awarded her one point. He determined Ms. Munion, respondent Heckers, and respondent Juarez Rodriguez were assigned to “LSC Region 2.” He does not know what “LSC” means. However, he believes an LSC assignment is for “floating” positions that are not assigned to one particular school site. He does not know where Ms. Munion, respondent Heckers, or respondent Juarez Rodriguez actually provided services during the 2025–2026 school year because looking up that information would have been too time consuming. Instead, he concluded the only fair way to apply that tie-breaking criterion was to assign points based on the assignment location rather than the school(s) at which the employees provided services. Based on their assignment at LSC Region 2, he therefore did not assign Ms. Munion, respondent Heckers, or respondent Juarez Rodriguez the additional tie-breaking point.

23. No other tie-breaking criteria applied to the four employees in question. After applying all the criteria, Mr. Giffin determined Ms. Munion earned six points, Ms. Maple earned five points, and respondents Heckers and Juarez Rodriguez each earned four points. He therefore determined respondents Heckers and Juarez Rodriguez were the two social workers who should receive layoff notices.

## **ELIMINATION OF RESPONDENT SMITH'S SCHOOL NURSE POSITION**

24. Respondent Smith works for the District as a school nurse. Her position, which is for 218 days per school year, is subject to elimination based on Resolution No. 4246. Respondent Smith's seniority date with the District is November 12, 2024.

25. Another school nurse for the District, Susan Hipkins, has a seniority date with the District of August 7, 2025. Ms. Hipkins's position is for 187 days per school year. That position was not identified for layoff in any of the Board's Resolutions.

26. The District noticed respondent Smith for layoff but not Ms. Hipkins. At hearing, Dr. Henry and Mr. Giffin explained the District sent respondent Smith a layoff Notice because the Board resolved to eliminate the 218-day school nurse position and she was the least senior employee occupying that position. The District intends to offer respondent Smith a 187-day school nurse position for the 2026–2027 school year. However, because the 187-day position is 31 fewer days, representing a 14 percent decrease, the District treats the personnel action as a layoff. Additionally, respondent Smith will not need to displace Ms. Hipkins through the "bumping" process because the District maintains an open 187-day school nurse position.

### **Respondents' Additional Evidence at Hearing**

27. Edward Burgess, SJTA's Associate Executive Director, testified at hearing. He explained that, in his experience, the District's three-year budget projections are often overly pessimistic. He believes that, if the District embraced a more realistic and likely budget projection, its proposed layoffs would be unnecessary.

28. Mr. Burgess also explained his understanding of the significance of the surplus/vacancy list. Specifically, "surplussing" is the process the District uses to

reallocate personnel between sites. When there is a low level of need for services at a particular site, that site will “surplus” certain employees, who can then move to a different work site. The District provides a separate hearing process for its surplus actions. The District was engaged in surplus hearings contemporaneously with the hearing in this matter. Mr. Burgess did not know the status of those hearings, how the availability of “bumping” in this matter would affect the surplus hearings, or how the results of the surplus hearings would inform the District’s ultimate layoff decisions.

29. Finally, respondents introduced into evidence two documents that Mr. Burgess provided. One is labeled “Practitioners on Surplus” (Exhibit O) and the other is labeled “Layoff to Surplus” (Exhibit P). In combination with the surplus/vacancy list, Mr. Burgess suggested Exhibits O and P show there are available counselor positions in the District for the 2026–2027 school year. Specifically, he explained that surplus/vacancy list shows six available counselor positions, but Exhibits P and O collectively show only four counselors waiting for those positions. By his reasoning, the four counselors in Exhibits O and P will take four of the six open positions, leaving two open positions remaining.

### **RESPONDENT JUAREZ RODRIGUEZ’S TESTIMONY**

30. Respondent Juarez Rodriguez testified that for the entire 2025–2026 school year, she provided social work services at Arlington Heights Elementary School (Arlington Heights), which the parties stipulated is a Title 1 school. Although her assignment was to “LSC Region 2,” she explained LSC means “Learning Service Center” and refers to the three regional hubs from which District employees get curriculum, have meetings, and do trainings. Nevertheless, despite her assignment to LSC Region 2, in the 2025–2026 school year, she reported directly to the Principal at Arlington Heights, received performance evaluations from the Principal at Arlington Heights,

participated in staff and professional development meetings at Arlington Heights, and maintained a classroom for small groups and one-on-one sessions at Arlington Heights. There are no other social workers assigned to Arlington Heights.

31. As a result, respondent Juarez Rodriguez believes the District should have awarded her an additional point when applying the tie-breaking criteria pursuant to Resolution No. 4247 because she provided services at a District Designated Title 1 school during the 2025–2026 school year. If the District had done so, she would have been tied with Ms. Maple, and the District would have had to pursue additional tie-breaking methods. Because the District failed to do so, she believes the District has not appropriately applied the tie-breaking criteria and therefore should rescind her layoff notice.

#### **RESPONDENT SMITH’S TESTIMONY**

32. Respondent Smith confirmed she works as a school nurse for the District in a 218-day per year position. She testified that if the District offered her a 187-day school nurse position for next school year, she would have accepted it. On cross-examination, she testified that she would not accept a 187-day school nurse position because she is moving and has resigned from the District.

#### **RESPONDENT VANG’S TESTIMONY**

33. Respondent Vang testified that she never received the District’s layoff Notice by mail. She only ever received it by email. On March 24, 2026, she received a Statement to Respondent. On cross-examination, she confirmed the address on her layoff Notice is her current address and was her address in March 2026.

## **Analysis**

34. This matter raises five issues to be resolved: (1) whether the District's financial circumstances justify the proposed layoffs; (2) whether the District can lay off counselors despite having two available counselor positions on the surplus/vacancy list; (3) whether the District appropriately applied tie-breaking criteria for respondent Juarez Rodriguez when deciding which social workers with the same seniority date would be laid off; (4) whether the District can lay off respondent Smith from her 218-day school nurse position despite maintaining an open 187-day school nurse position; and (5) whether the District properly served respondent Vang with the layoff Notice.

### **THE DISTRICT'S FINANCIAL CIRCUMSTANCES**

35. Mr. Ryan credibly explained the District's financial circumstances, including its anticipated budget deficits for the next three years and the impact those deficits will have on its fund balance. Mr. Burgess' contrary testimony was unpersuasive. A school district is entitled to pursue layoffs "whenever a particular kind of service is to be reduced or discontinued not later than the beginning of the following school year" and "in the opinion of the governing board of the district it shall have become necessary by reason of any of these conditions to decrease the number of permanent employees in the district." (Ed. Code, §§ 44949, subd. (a)(1), 44955, subd. (b).) A district can consider its financial circumstances when making those determinations. (*San Jose Teachers Assn. v. Allen* (1983) 144 Cal.App.3d 627, 631.)

### **THE IMPACT OF THE SURPLUS/VACANCY LIST**

36. Dr. Henry credibly explained that the District and the SJTA use the surplus/vacancy list in an ongoing way to fill positions. Although Mr. Burgess shared his conclusions about the significance of the surplus/vacancy list in this matter, he also

acknowledged that the surplus process is subject to a different set of hearings outside the scope of this matter. He did not know the status of those hearings, how the availability of “bumping” in this matter would affect those hearings, or how the results of the surplus hearings would inform the District’s ultimate layoff decisions. Dr. Henry’s testimony explaining that the surplus/vacancy list and the process associated with it are distinct from the matters to be determined in this matter was persuasive.

### **TIE-BREAKING CRITERIA FOR RESPONDENT JUAREZ RODRIGUEZ**

37. Respondent Juarez Rodriguez credibly explained that she provided services at Arlington Heights throughout the entirety of the 2025–2026 school year. The parties stipulated that is a District Designated Title 1 school site. As such, the District should have awarded her an additional point when breaking the tie between the four social workers with the same seniority date of August 6, 2024. Had the District done so, she would have had the same points as Ms. Maple, who was not noticed for a layoff. In that event, Resolutions No. 4247 called for two additional rounds of tie-breaking. Because the District did not apply those next tie-breaking criteria, it inappropriately determined that respondent Juarez Rodriguez should be laid off instead of Ms. Maple. Consequently, the District must rescind its layoff Notice for respondent Juarez Rodriguez.

### **RESPONDENT SMITH’S RIGHT TO THE 187-DAY SCHOOL NURSE POSITION**

38. As relevant to this matter, the District maintained two different school nurse positions, one for 218 days and one for 187 days. Pursuant to Resolution No. 4246, the Board eliminated only the 218-day school nurse position. Respondent Smith is the least senior employee in that position. Therefore, the District noticed her for layoff.

39. However, the District did not notice Ms. Hipkins, a school nurse in a 187-day position, for layoff. Dr. Henry explained that a reduction from 218 days to 187 days is so significant that it required a layoff notice. However, the District failed to provide any legal authority supporting that position.

40. For purposes of a school district's reduction in force, "bumping" occurs when a teacher whose assignment is slated for reduction or discontinuation instead moves into a different assignment (for which they are certificated and competent to teach) held by a less senior teacher, which in turn "bumps" the less senior teacher. School districts provide for bumping to comply with Education Code section 44955, subdivision (b), which provides, in relevant part: "[e]xcept as otherwise provided by statute, the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render."

41. Here, the District is retaining a less senior employee, Ms. Hipkins, to render a service, school nursing, that respondent Smith is certificated and competent to render. The fact that respondent Smith's current position is for 218 days and Ms. Hipkins's position is for 187 days might affect respondent Smith's choice about whether to exercise her right to bump Ms. Hipkins. However, the District did not give her that option despite the requirements of Education Code section 44955, subdivision (b). For that reason, the District must rescind its layoff Notice for respondent Smith.

### **RESPONDENT VANG'S LAYOFF NOTICE**

42. The District proved it served the layoff Notice to respondent Vang at her current address by certified mail and email. The District supplied the certified mail

tracking number and the receipt, showing that it sent her the layoff Notice by certified mail on March 13, 2026. That satisfied the District's notice obligations. (Ed. Code, § 44949, subd. (d).)

## LEGAL CONCLUSIONS

1. Under Education Code section 44949, subdivision (c)(3), a proposed decision after a hearing must be issued on or before May 7, but this date shall be extended for a period of time equal to any continuance granted under Government Code section 11524. (*Id.* at subd. (e).) In this case, the matter was continued from its original hearing date of April 14, 2026, to April 27, 2026, a total of 13 days. Therefore, the deadline for the proposed decision was also extended by 13 days, from May 7, 2026, to May 20, 2026.

2. All notice and jurisdictional requirements set forth in Education Code sections 44949 and 44955 were met. Under Government Code section 11520, if a respondent fails to appear after timely filing a notice of participation, the agency involved may proceed with a default and take action.

3. "A school district may consider its financial circumstances in deciding whether to reduce or discontinue a particular kind of service." (*San Jose Teachers Assn. v. Allen, supra*, 144 Cal.App.3d at p. 631.) "A board's decision as to reduction or discontinuation of a particular kind of service is not tied in with any statistical computation, such as reduction in the number of students. The number of terminations made necessary by PKS reductions depends totally upon the district's decision as to how many services to reduce." (*Id.* at p. 635.) A school district's decision to reduce a PKS must not be fraudulent, arbitrary, or capricious. (*Id.* at p. 637.) The

services identified in the Resolutions are PKS that can be reduced or discontinued under Education Code section 44955, and there was no evidence that the District's decision was fraudulent, arbitrary, or capricious.

4. The District is authorized to reduce services within the meaning of Education Code section 44955, subdivision (b), "either by determining that a certain type of service to students shall not, thereafter, be performed at all by anyone, or it may 'reduce services' by determining that proffered services shall be reduced in extent because fewer employees are made available to deal with the pupils involved." (*Rutherford v. Bd. of Trustees, supra*, 64 Cal.App.3d at pp. 178-179.)

5. Certificated employees subject to layoff "shall be terminated in the inverse of the order in which they were employed." (Ed. Code, § 44955, subd. (c).) To accomplish this, "[t]he governing board shall make assignments and reassignments in such a manner that employees shall be retained to render any service which their seniority and qualifications entitle them to render." (*Ibid.*)

6. "As between employees who first rendered paid service to the district on the same date, the governing board shall determine the order of termination solely on the basis of needs of the district and the students thereof." (Ed. Code, § 44955, subd. (b).) Here, as explained in Factual Finding 37, above, the District did not properly apply the tie-breaking criteria the Board approved in Resolution No. 4247 as to respondent Juarez Rodriguez. It should have awarded her an additional point for providing services at a District Designated Title 1 school in the 2025–2026 school year. It should have then applied the second, and potentially, third level of tie-breaking criteria as between respondent Juarez Rodriguez and Ms. Maple. Failing to do so violated Education Code section 44955, subdivision (b), and invalidates the layoff Notice sent to respondent Juarez Rodriguez. The District must therefore rescind her layoff Notice.

7. "Except as otherwise provided by statute, the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render." (Ed. Code, § 44955, subd. (b).) Here, as explained in Factual Findings 38 through 41, the District is retaining Ms. Hipkins to provide services that respondent Smith is certificated and competent to render. Ms. Hipkins is less senior than respondent Smith. Therefore, the District violated Education Code section 44955, subdivision (b), as to respondent Smith, and it must consequently rescind her layoff Notice.

8. Pursuant to Education Code section 44949, subdivision (a)(1):

No later than March 15 and before an employee is given notice by the governing board that his or her services will not be required for the ensuing year for the reasons specified in Section 44955, the governing board and the employee shall be given written notice by the superintendent of the district or his or her designee, or in the case of a school district that has no superintendent by the clerk or secretary of the governing board, that it has been recommended that the notice be given to the employee, and stating the reasons therefor.

9. "Any notice or request shall be deemed sufficient when it is delivered in person to the employee to whom it is directed, or when it is deposited in the United States registered mail, postage prepaid and addressed to the last known address of the employee." (Ed. Code, § 44949, subd. (d).) Here, as explained in Factual Finding 42,

the District properly and timely notified respondent Vang of her proposed layoff. Therefore, there is no basis for the District to rescind her layoff Notice for violating Education Code section 44949, subdivision (a) or (d).

10. Except as explained in Legal Conclusions 5 and 6 for respondents Juarez Rodriguez and Smith, respectively, cause exists for the reduction and/or discontinuation of the PKS and for the reduction and or discontinuation of all other FTE certificated positions for the 2026–2027 school year identified in Board Resolution Nos. 4246, 4248, and 4250, pursuant to Education Code sections 44949 and 44955. Cause for the reduction and/or discontinuation of those services relates solely to the welfare of the District’s schools and pupils within the meaning of section 44949. Respondents’ arguments to the contrary have been considered and rejected. As a result, cause exists to give respondents Behnke, Heckers, Hernandez, Johnson, Kawale, Lonero, Molodoi-Hendricks, Sandoval, Satchwell, and Vang notice that their services will not be required for the 2026–2027 school year.

## **RECOMMENDATION**

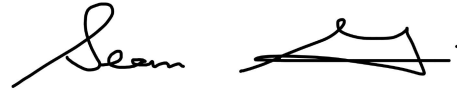
1. The Statement of Reduction in Force of respondent Mia Juarez Rodriguez is rescinded.

2. The Statement of Reduction in Force of respondent Paige Smith is rescinded.

3. The Statement of Reduction in Force of respondents Carrie Behnke, Teryn Heckers, Michael Hernandez, Laurie Johnson, Sara Kawale, April Lonero, Iulia Molodoi-Hendricks, Ashley Sandoval, Matthew Satchwell, and Sally Vang is affirmed. The District may notify those respondents that their services will not be needed or will be reduced

during the 2026–2027 school year due to reduction or discontinuation of particular kinds of services.

DATE: May 19, 2026

A handwritten signature in black ink, appearing to read "Sean Gavin". The signature is written in a cursive style with a large initial "S" and a distinct "G".

SEAN GAVIN

Administrative Law Judge

Office of Administrative Hearings

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

**AGENDA ITEM:** J.4

**MEETING DATE:** 05/26/2026

**SUBJECT: Certificated Employee Layoffs - Layoff Notices TK-12 Program (Gaddis) - 8:05 p.m.**

**DEPARTMENT:** Legal Services

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board approve the sending of a letter to 14 certificated employees (a total of 13.4 FTE), notifying them that they will be laid off at the conclusion of the 2025-2026 school year and their names will be placed on a reemployment list in the event of future vacancies.

**RATIONALE/BACKGROUND:**

On February 24, 2026, the board approved the reduction or elimination of 118.05 certificated FTEs for the 2026-2027 school year. Accordingly, 130 employees were sent a preliminary March 15 notice advising them that they would be affected by the layoff. A hearing was held to determine whether the district had met all necessary legal requirements in determining which staff were potentially affected by the layoff and in providing them with proper notification.

The Hearing Officer's recommendations are a separate board item on the May 26, 2026, agenda, which must be adopted by the board prior to the final notices of layoff being sent. Notices are being sent to 10 members of the San Juan Teachers Association (SJTA) based on the Hearing Officer's Recommendation, along with an additional four members of the San Juan Professional Educators Coalition (SJPEC) who did not request a hearing.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 05/18/2026

Board of Education: 02/10/2026, 02/24/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Fhanysha Clark Gaddis, J.D., MPP, General Counsel

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

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

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05/26/2026

**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
Supplemental Materials to Comprehensive Sexual Health Curriculum – D	Dale
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	Schnepf
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider
*Expanded Learning Opportunities Program (ELO-P) Plan – A	Townsend-Snider
*California Montessori Project Material Revision to the Charter School Petition – A	Oaxaca

**JUNE 16 (special meeting)**

Special Closed Session/California School Boards Association Workshop: Superintendent Goals 2026-27 – D	Board
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**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
E-Transportation Devices and Student Safety (E-Bikes/E-Scooters) – A [Discussed 03/24/26]	Allen
Board Bylaw 9250 Subcommittee Formation & Appointment – A	Gaddis
*Supplemental Materials to Comprehensive Sexual Health Curriculum – A [Discussed 06/09/26]	Dale
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plans for Student Achievement (SPSAs) – A	Oaxaca
*Adult Education Course Approval – A	Schnepf

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