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

Zima Creason, President
Pam Costa, Vice President
Steve Miller, Clerk
Ben Avey, Member
Paula Villescaz, Member
Tanya Kravchuk, Member
Saul Hernandez, Member

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 on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's YouTube channel or by visiting https://www.sanjuan.edu/boardmeeting where the link will be posted approximately 15 minutes prior to the start of the meeting. 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 http://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.

The business to be considered at this board meeting is on the following agenda:

Board of Education Agenda
March 28, 2023

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:45 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 – 5:45 p.m.

1. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Executive Director, Labor Relations and Government Affairs, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units; and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

D. APPROVAL OF THE MINUTES – March 14, 2023, regular meeting, pages 2498-2501.

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

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

F. 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.

G. CONSENT CALENDAR – G-1/G-11 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-11, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.

2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts and bids/RFPs.

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

4. Acceptance of the following gifts: *(# = donor's estimate)*
   Family and Community Engagement (FACE): from Power School Potential-Melinda Nauta – for FACE mobile resource center sponsor of the month for April 2023: $1,000.
   Mesa Verde High School: from Town & Country Contractors Inc. – for baseball program: $1,000.
   San Juan High School: from Haralambos Chriest – for 1999 Subaru Legacy GT Wagon: $1,900(#).

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

6. *Approval to submit and implement, if funded, the following grant: Head Start and Early Head Start Grant 2023-2024.

7. *Approval to implement the following grant: Sacramento Perennial Plant Club's Saul Wiseman Grant for Cameron Ranch Elementary.

8. *Approval to implement the following grant (if funded): Tobacco-Use Prevention Education Program 2023-2026.

9. *Acceptance of the 2021-2022 audit reports for Measures J, N, P and S as prepared by Gilbert Associates Inc.

10. *Adoption of Resolution No. 4076 awarding the lease-leaseback contract for the Coleman Elementary School awarding the lease-leaseback contract for Coleman Elementary School (California Montessori Project Charter School) modernization project no. 106-9495-P1 to Core Construction, pursuant to Education Code section 17406.

11. *Approval of two new members to the Bond Oversight Committee.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. District K-12 Mathematics Update – 7:25 p.m. (Schnepp)

Material provided.

Report: regarding an update on the district's K-12 mathematics program.

2. 2023-2024 District Transportation Plan – 7:50 p.m. (Camarda)

Material provided.

Discussion/Action: The superintendent is recommending that the board approve the 2023-2024 District Transportation Plan, as per Education Code section 39800.1.

3. Presentation of Initial Bargaining Proposal for the San Juan Teachers Association Successor Contract 2023-2024 – 8:00 p.m. (Thigpen)

Material provided.

Discussion: regarding the bargaining interests of the San Juan Teachers Association pursuant to Government Code section 3540 et. seq. and district Board Policy 4143.1. Public Comment: 04/11/2023.

4. Board Governance Handbook Update – 8:05 p.m. (Allen)

Material provided. (Discussed: 01/24/2023)

Discussion: regarding the proposed revisions to the Governance Handbook. Action anticipated: 04/11/2023.

5. **Curriculum, Standards, Instructional and Student Services & Facilities Committee Bylaw Revisions – 8:25 p.m.** (Allen)
   Material provided. (Discussed: 03/14/2023)

   Action: The superintendent is recommending that the board approve the proposed revisions to the Curriculum, Standards, Instructional and Student Services and Facilities committees' bylaws.

J. BOARD REPORTS – 8:55 p.m.

K. FUTURE AGENDA – 9:05 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

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

L. ADJOURNMENT – 9:10 p.m.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3). When an item indicates "material provided," the additional information is available prior to the meeting in the Information and Communication Office, 3738 Walnut Avenue, Carmichael, (916) 979-8281, or on the district website at www.sanjuan.edu.

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

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

NOTE: The times indicated are approximate.

Mission Statement
Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

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

Board of Education Minutes
March 14, 2023

Regular Meeting
Board of Education
5:45 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The March 14 regular meeting was called to order by the president, Zima Creason. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call
Present:
Zima Creason, president
Pam Costa, vice president
Steve Miller, clerk
Ben Avey, member
Paula Villescaz, member
Tanya Kravchuk, member
Saul Hernandez, member

Visitor comments: Closed Session (A-1)
There were no closed session visitor comments.

Closed Session (B)
The meeting was then recessed with the board convening in closed session to consider student expulsions in two cases (Education Code section 48918[f]).

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., the meeting was called back to order by the president, Zima Creason. Four members of the Casa Roble Fundamental High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)
It was moved by Ms. Kravchuk, seconded by Ms. Villescaz, that the minutes of the February 28 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Hernandez].

High School Student Council Reports (E-1)
High School Student Council representatives Jenna Pruett and Lorenzo Camarena from La Entrada High School, Angelina Obukh and Michelle Yang from El Sereno High School and Keegan Summers from Meraki High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-6)
Mr. Miller reported that the board voted unanimously to accept a hearing panel's recommendation of one suspended expulsion in case number S-36 and to accept as written one stipulated expulsion in case number S-37.

Visitor Comments (F)
There were no general visitor comments.

Consent Calendar Approved (G-1/G-8)
It was moved by Mr. Miller, seconded by Ms. Kravchuk, that the consent calendar items G-1 through G-8 be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Hernandez].

Personnel (G-1)
Appointments and separations – approved as submitted.

Purchasing Report (G-2)
Purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts, zero dollar contract and bids/RFPs – approved as submitted.

Business/Financial Report (G-3)
Warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Bella Vista High School and Mesa Verde High School.

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

Resolution No. 4073: Rio Americano High School Lease Amendment No. 4 (G-6)
Adoption of Resolution No. 4073 approving the fourth amendment to the lease agreement for the Rio Americano High School CTE modernization project no. 208-9495-P1, Health Science project no. 208-9495-P2 and Manufacturing and Product Development project no. 208-9495-P3, between San Juan Unified and CORE Construction Inc. dba CORE Construction Management.

Resolution No. 4074: Barrett Middle School Modernization Lease Amendment No. 4 (G-7)
Adoption of Resolution No. 4074 approving the fourth amendment to the lease agreement for the Barrett Middle School modernization project no. 004-9495-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

Resolution No. 4075: Barrett Middle School New Construction Lease Amendment No. 5 (G-8)
Adoption of Resolution No. 4075 approving the fifth amendment to the lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

San Juan Youth Voice Advocates Update (I-1)
Director of Student Support Services Dominic Covello introduced Coordinator of Special Programs and Grants Christina Sparks who gave a presentation on the San Juan Youth Voice Advocates (SJYVA) student leadership program, a team of high school students who elevate student voice in the district by engaging students in listening sessions to help inform the district's Local Control and Accountability Plan (LCAP). Ms. Sparks provided historical background about the program and spoke about its partnerships. Three Youth Voice Advocates also spoke about the program. Rio Americano High School student Fatema Adel provided a program overview of SJYVA and provided information about listening sessions. Mira Loma High School student Evan Yuan shared details about the districtwide themes that were identified during the listening sessions. Casa Roble Fundamental High School student Amiya Farias outlined the recommendations for action items based on the districtwide findings. The three students also shared personal impact statements regarding their experiences with SJYVA and Ms. Sparks shared next steps.

Public Comment:
Bel Reyes, Executive Director of Innovative Bridge, and community partner, expressed thanks for the continued investment in youth voice, and she applauded students for their work.

Mr. Miller commended students on their efforts. Mr. Avey expressed appreciation for the program and its contributions to the LCAP. Ms. Costa said she was impressed by the increase in the number of students participating in the program and also the number of listening sessions that took place. Ms. Costa asked if the recommendations were in priority order, which

Ms. Farias said no because the recommendations all have equal importance. Ms. Creason expressed appreciation for the advocacy work, noting that the group has helped students feel safe which will help open the door for real conversations. Superintendent Bassanelli thanked the group for its work, and thanked Ms. Sparks and Innovative Bridge for their leadership.

Nutrition Services Update (I-2)
Chief Operations Officer Frank Camarda introduced Director of Nutrition Services Sneh Nair who gave a presentation about the work of the Nutrition Services department. Ms. Nair explained the program requirements and discussed Assembly Bill 130 – California Universal Meals, and she also presented information about meal counts and funding. Ms. Nair shared information about the advantages and challenges that took place during the 2019-2020 and 2020-2021 school years. Ms. Nair discussed other funding and next steps, which includes implementation of transitional standards for milk, sodium and whole grains. Board members expressed gratitude and thanked the Nutrition Services staff for their efforts, particularly during the pandemic. Ms. Villescaz acknowledged the department for being so responsive to all the changes and she noted the upcoming challenges related to transitional standards. Mr. Avey commended the department on the variety of meals offered, which he said his own children enjoy. Mr. Hernandez said the Facilities Committee heard this report and they commended the department on the ability to adapt to the cultural needs of families. Ms. Kravchuk acknowledged the need for the department to constantly pivot. Ms. Kravchuk inquired about food waste, share tables and eating time requirements at school sites. Mr. Miller asked clarifying questions regarding USDA requirements. Ms. Costa shared that she is proud that San Juan Unified kept students fed and that she is grateful that two meals per day can be offered. Mr. Hernandez noted that every tray must be counted with the correct food items in order to be eligible for funding. Ms. Creason commended Ms. Nair on her responsiveness to the community, introducing foods from around the world and uplifting nutrition education.

Second Interim Budget Report (I-3)
Chief Financial Officer Jennifer Stahlheber presented the 2022-2023 Second Interim Report, certifying the Second Interim Report as positive, with the understanding of the fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. Ms. Stahlheber explained the Second Interim Report reflects actual revenue and expenditures through January 31, 2023, forecasts the remainder of the 2022-2023 fiscal year and provides a multiyear projection for 2023-2024 and 2024-2025. Ms. Stahlheber spoke about the governor's budget May revise and she discussed next steps. Mr. Avey asked questions related to teacher salaries, health and welfare benefits and payroll related costs, which Ms. Stahlheber addressed.

It was moved by Ms. Villescaz, seconded by Mr. Avey, to approve the 2022-2023 Second Interim Report and the budget revision reflecting projected-year budget totals and the positive certification of the district's ability to maintain fiscal solvency for the current and subsequent two fiscal years. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Miller, Avey, Villescaz, Kravchuk, Villescaz].

Curriculum, Standards, Instructional and Student Services Committee Bylaw Revisions (I-4)
Chief of Staff Trent Allen presented the proposed revisions to the Curriculum, Standards, Instructional and Student Services Committee (C&S) bylaws for discussion. Mr. Allen walked through the major proposed revisions, noting that the intent is to align language and practices across district committees. Mr. Allen also shared feedback that was gathered from the committees. Board members had a lengthy discussion regarding the proposed revisions, asking clarifying questions and providing input on various aspects including ratification of committee members, term limits, code of conduct, roles and responsibilities, and absences. Mr. Allen will incorporate additional language into the bylaws and the item will be presented for action on March 28.

Facilities Committee Bylaw Revisions (I-5)
Mr. Allen said the proposed revisions to the Facilities Committee bylaws are similar to those that were presented for the C&S Committee. Mr. Allen will incorporate additional language into the bylaws and the item will be presented for action on March 28.

Board Reports (J)
Mr. Miller provided details about *The Wall That Heals*, a traveling replica of the Vietnam Veterans Memorial, which will be in Citrus Heights at the end of March.

Ms. Kravchuk reported that she has been enjoying visiting school sites, she encouraged better communication to parents about the unique offerings of each school and she spoke about Naviance.

Mr. Hernandez shared that 40 San Juan Unified cadets will participate in the upcoming West Point Association Conference.

Ms. Creason reported that she took part in Read Across America events at several school sites, she visited Pasadena Elementary School, she and Ms. Villescaz attended the California School Boards Association Region 6 delegates meeting and she took part in the Western Association of Schools and Colleges (WASC) visit at Rio Americano High School.

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

Adjournment (L)
At 8:47 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Zima Creason, Board President Melissa Bassanelli, Secretary

Approved: _____
:sc

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	
Certificated	
Classified	1
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2
Certificated	
Classified	3-5
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Promotion	Zeltvay, Kim	Prob	Principal K/8	Gold River	03/29/23

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Russell, Samantha	Temp	Teacher Grade 1	Starr King	03/06/23	06/07/23
New Hire	Shintaku, Adriana	Prob	Tch-Resource Spec K/12	Special Education	03/27/23	

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Albert, Ashley	Prob	Intermediate Clerk Typist	Teaching And Learning	03/13/23
New Hire	Atebar, Freshta	Prob	Inst Asst/Bilingual-Farsi	Dyer-Kelly	03/07/23
New Hire	Blenkhorn, David	Prob	Van Driver	Transportation	03/08/23
New Hire	Chavez, Rachel	Prob	Nutrition Services Worker I	Sylvan	03/14/23
New Hire	Chieppo, Shaun	Prob	Tech Support Specialist I	Technology Services	03/09/23
New Hire	Dhakal, Prem	Prob	Instructional Assistant II	Will Rogers	03/13/23
New Hire	Edwards Jr, Garland	Prob	Custodian	Casa Roble	03/20/23
New Hire	Kruithof, Vivan	Prob	Sch/Comm Inter Assistant	Student Learning Assistance	02/27/23
New Hire	Malimali, Hans	Prob	Nutrition Services Worker I	Churchill	03/14/23
New Hire	Melnyk, Alona	Prob	Instructional Assistant I	Whitney Avenue	03/13/23
New Hire	Moore, Hollie	Prob	Nutrition Services Worker I	Carmichael	03/14/23
New Hire	Morales, Carmen	Prob	Instructional Assistant I	Earl Legette	03/13/23
New Hire	Noori, Ahmad	Prob	Campus Monitor	Katherine Johnson	03/08/23
New Hire	Schneider, Brittany	Prob	School Playground Rec Aide	Carmichael	03/13/23
New Hire	Shaya, Nagham	Prob	Instructional Assistant I	Greer	03/15/23

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid W/Benefits	Allaman, Ryan	Perm	Counselor-Spec Programs	LSC- Region 2@ Arlington	02/27/23	06/07/23

3. SEPARATIONS

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Ahadi, Ahmad Wahid	Prob	Inst Assst/Bilingual-Farsi	Mira Loma	03/08/23
Resignation	Dunn, Kenneth	Perm	Custodian	La Vista	02/15/23
Resignation	Haraburda, Yvette	Prob	Bus Attendant	Transportation	02/28/23
Resignation	Harrison, Brandon	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/07/23
Resignation	Herrera, Isai	Perm	Fiscal Technician II	Early Childhood Education	03/10/23
Resignation	Johnson, Shawna	Prob	Instructional Assistant I	Earl Legette	03/06/23
Resignation	Lozano, Jessica	Prob	Nutrition Services Worker I	Mira Loma	03/03/23
Resignation	Macias, Kathryn	Prob	Secretary	Pupil Personnel Services	03/15/23
Resignation	Rangel, Victoria	Prob	Nutrition Services Worker I	Mesa Verde	03/10/23
Resignation	Rodriguez-V, Lucia	Perm	School/Community Worker	Central Enrollment	03/10/23
Retirement	Buckhammer, Cindy	Perm	Inst Asst/Mul Sev Hndcp	Ralph Richardson	03/31/23
Demotion	CL-558	Perm	Administrative Assistant	Operations	03/28/23
Dismissal	CL-559	Prob	Child Development Assistant	Early Childhood Education	03/01/23

SAN JUAN UNIFIED SCHOOL DISTRICT
Certificated Supervisors' Salary Schedule (SJPEC)
2022 - 2023 School Year

SALARY RANGE	CLASS CODE	CLASSIFICATION	WORK YEAR	DAYS	A	B	C	D	E	F	CONTINUING EDUCATION
15 A	294	Program Specialist, English Learner and Multicultural Education	A-1	**245***	**$102,022**	**$106,616**	**$111,408**	**$116,427**	**$121,660**	**$127,145**	**$134,138**
	360	Program Specialist, Health Services			416.42	435.17	454.73	475.21	496.57	518.96	547.50
	373	Program Specialist, K-12 Curriculum									
	380	Program Specialist, Multilingual/Cultural Education									
15 B	451	Program Specialist, Visual and Performing Arts	C-1	**213**	**$96,579**	**$100,932**	**$105,465**	**$110,217**	**$115,171**	**$120,363**	**$126,986**
					453.43	473.85	495.14	517.45	540.71	565.08	596.17
16	437	Administrator, Early Childhood Education	A-1	**245***	**$104,575**	**$109,284**	**$114,195**	**$119,337**	**$124,707**	**$130,329**	**$137,497**
					426.84	446.06	466.10	487.09	509.01	531.96	561.21
	450	Program Specialist, Pupil Personnel Services	A-1	**245***	**$104,575**	**$109,284**	**$114,195**	**$119,337**	**$124,707**	**$130,329**	**$137,497**
					426.84	446.06	466.10	487.09	509.01	531.96	561.21
	219	Vice Principal, Elementary	C-1	**208**	**$96,676**	**$101,028**	**$105,568**	**$110,320**	**$115,284**	**$120,482**	**$127,107**
	194	Elementary Admin/Instructional Specialist			464.78	485.71	507.54	530.39	554.25	579.24	611.11
	359	Program Specialist, Special Education									
	392	Psychologist	D-1	**198**	**$92,025**	**$96,171**	**$100,492**	**$105,017**	**$109,748**	**$114,689**	**$120,998**
					464.78	485.71	507.54	530.39	554.25	579.24	611.11
17	222	Vice Principal, Middle School	C-1	**208**	**$99,087**	**$103,550**	**$108,213**	**$113,080**	**$118,169**	**$123,495**	**$130,287**
	195	Middle School Admin/Intructional Specialist			476.39	497.84	520.25	543.65	568.12	593.73	626.37
	226	Vice Principal, Adult Education									
18	215	Administrator on Special Assignment	A-2	**225**	**$109,872**	**$114,815**	**$119,977**	**$125,381**	**$131,017**	**$136,918**	**$144,450**
					488.32	510.29	533.24	557.25	582.30	608.53	642.00
	224	Vice Principal, High School	C-1	**208**	**$101,570**	**$106,140**	**$110,912**	**$115,908**	**$121,120**	**$126,574**	**$133,536**
	195	High School Admin/Intructional Specialist			488.32	510.29	533.24	557.25	582.30	608.53	642.00
19 A	1196	Program Administrator, Special Education	A-1	**245***	**$112,617**	**$117,677**	**$122,953**	**$128,513**	**$134,291**	**$140,340**	**$148,059**
					459.66	480.32	501.84	524.55	503.23	572.81	604.32
19 B	200	Principal, Adult Education	C-1	**208**	**$104,107**	**$108,785**	**$113,662**	**$118,804**	**$124,144**	**$129,737**	**$136,873**
	202	Principal, Elementary			500.52	523.01	546.46	571.16	596.85	623.73	658.04
21	206	Principal, Middle School	C-1	**208**	**$109,374**	**$114,299**	**$119,445**	**$124,817**	**$128,563**	**$136,300**	**$143,796**
	214	Principal on Special Assignment			525.83	549.52	574.26	600.08	618.08	655.28	691.33
22	211	Principal, Alternative Learning Center	A-2	**225**	**$121,272**	**$126,729**	**$132,431**	**$139,052**	**$145,309**	**$151,848**	**$160,202**
					538.99	563.23	588.58	618.00	645.82	674.87	712.01
23	208	Principal, High School	A-2	**225**	**$124,304**	**$129,907**	**$135,746**	**$141,854**	**$148,238**	**$154,914**	**$163,436**
					552.46	577.36	603.31	630.47	658.83	688.51	726.39

* 245 days with vacation accrual

SUMMER SCHOOL/SPECIAL AND ADDITIONAL ASSIGNMENT RATE OF PAY

Summer School/Special and Additional Assignments shall be paid at a rate of $70.83/hr

ANNIVERSARY/LONGEVITY INCREMENT

For credit toward any anniversary increment, a manager must have worked 75% of each school year.

1. *One percent (1%) of the base salary after 10 years of completed service in the San Juan Unified School District.*
2. ~~Two Percent (2%)~~Three percent (3%) of the base salary after 14 years of completed service in the San Juan Unified School District (the 3% includes the 10-year increment).
3. ~~Four Percent (4%)~~ Five percent (5%) of the base salary after 17 years of completed service in the San Juan Unified School District (the 5% includes the 10-year and 14-year increment).
4. ~~Eight Percent (8%)~~ Nine percent (9%) of the base salary after 19 years of completed services in the San Juan Unified School District (the 9% includes the 10-year, 14 year and 17 year increments).

Board Approval Date: September 27, 2022
10% Retro to July 1, 2022
Board Approval Date:
.75 Allocation per MOU dated January 27, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT
Transportation Unit Salary Schedule
2022 - 2023 School Year

Salary Range	Class Code	Classification Title	Monthly/ Hourly	Minimum	Maximum
19	982	Bus Attendent I	Monthly Hourly	$2,834 16.35	$3,542 20.43
20	829	Bus Attendent II*	Monthly Hourly	$2,893 16.69	$3,625 20.91
22	827	Van Driver	Monthly Hourly	$3,022 17.43	$3,832 22.11
29	832	Bus Driver (Includes Relief Drivers)	Monthly Hourly	$3,557 20.52	$4,468 25.78
30	813 815	Transportation Operation Technician Junior Mechanic (Transportation)	Monthly Hourly	$3,643 21.02	$4,577 26.40
32		Delegated Behind-the-Wheel Trainer	Monthly Hourly	$3,819 22.04	$4,795 27.67
33	811	Lead Transportation Operation Technician	Monthly Hourly	$3,906 22.53	$4,904 28.29
35	828	School Bus Driver Instructor	Monthly Hourly	$4,088 23.58	$5,119 29.53
42	814	Equipment Mechanic I	Monthly Hourly	$4,816 27.78	$6,060 34.96
43	831	Equipment Mechanic II	Monthly Hourly	$4,922 28.40	$6,205 35.80
44	779	Lead Equipment Mechanic (Transportation)***	Monthly Hourly	$5,042 29.09	$6,343 36.59

SHIFT DIFFERENTIAL

2nd Shift (3:00 pm - 10:59 pm) - 3.55% per hour
3rd Shift (11:00 pm - 6:59 am) - 3.55% per hour

ANNIVERSARY/LONGEVITY INCREMENTS

1. ~~2.3%~~ 2.75% of the base salary after 10 years of completed services in the San Juan Unified School District
2. ~~4.5%~~ 5% of the base salary after 15 years of completed services in the San Juan Unified School District (the 5% includes the 10 year increment).
3. ~~6.2%~~ 7.5% of the base salary after 20 years of completed services in the San Juan Unified School District (the 7.5% includes the 10 and 15 year increments).
4. ~~8.2%~~ 10% of the base salary after 25 years of completed services in the San Juan Unified School District (the 10% includes the 10, 15, and 20 year increments).

Board Approval Date: October 25, 2022

6.04% Retro to July 1, 2022

Board Approval Date:

.75 Allocation per MOU dated January 30, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT
Transportation Unit Salary Schedule
2022 - 2023 School Year

Salary Range	Monthly Hourly	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
19	Monthly	$2,834	$2,957	$3,090	$3,251	$3,406	$3,542
	Hourly	16.35	17.06	17.83	18.76	19.65	20.43
20	Monthly	$2,893	$3,020	$3,172	$3,319	$3,487	$3,625
	Hourly	16.69	17.42	18.30	19.15	20.12	20.91
21	Monthly	$2,957	$3,090	$3,251	$3,406	$3,557	$3,704
	Hourly	17.06	17.83	18.76	19.65	20.52	21.37
22	Monthly	$3,022	$3,172	$3,319	$3,487	$3,643	$3,832
	Hourly	17.43	18.30	19.15	20.12	21.02	22.11
23	Monthly	$3,088	$3,253	$3,406	$3,557	$3,727	$3,880
	Hourly	17.81	18.77	19.65	20.52	21.50	22.39
24	Monthly	$3,172	$3,319	$3,487	$3,643	$3,819	$3,972
	Hourly	18.30	19.15	20.12	21.02	22.04	22.92
25	Monthly	$3,253	$3,406	$3,557	$3,727	$3,908	$4,073
	Hourly	18.77	19.65	20.52	21.50	22.54	23.50
26	Monthly	$3,319	$3,487	$3,643	$3,819	$4,005	$4,159
	Hourly	19.15	20.12	21.02	22.04	23.11	24.00
27	Monthly	$3,406	$3,557	$3,727	$3,919	$4,086	$4,249
	Hourly	19.65	20.52	21.50	22.61	23.57	24.52
28	Monthly	$3,487	$3,641	$3,819	$3,999	$4,187	$4,356
	Hourly	20.12	21.01	22.04	23.07	24.16	25.13
29	Monthly	$3,557	$3,727	$3,906	$4,088	$4,286	$4,468
	Hourly	20.52	21.50	22.53	23.58	24.73	25.78
30	Monthly	$3,643	$3,818	$4,003	$4,185	$4,391	$4,577
	Hourly	21.02	22.02	23.10	24.15	25.33	26.40
31	Monthly	$3,727	$3,906	$4,088	$4,286	$4,492	$4,672
	Hourly	21.50	22.53	23.58	24.73	25.92	26.96
32	Monthly	$3,819	$4,005	$4,187	$4,391	$4,602	$4,795
	Hourly	22.04	23.11	24.16	25.33	26.55	27.67
33	Monthly	$3,906	$4,088	$4,286	$4,492	$4,713	$4,904
	Hourly	22.53	23.58	24.73	25.92	27.19	28.29
34	Monthly	$4,003	$4,185	$4,391	$4,602	$4,816	$5,020
	Hourly	23.10	24.15	25.33	26.55	27.78	28.96
35	Monthly	$4,088	$4,286	$4,492	$4,713	$4,922	$5,119
	Hourly	23.58	24.73	25.92	27.19	28.40	29.53
36	Monthly	$4,187	$4,391	$4,602	$4,816	$5,042	$5,251
	Hourly	24.16	25.33	26.55	27.78	29.09	30.30
37	Monthly	$4,286	$4,492	$4,713	$4,922	$5,176	$5,382
	Hourly	24.73	25.92	27.19	28.40	29.86	31.05

SAN JUAN UNIFIED SCHOOL DISTRICT
Transportation Unit Salary Schedule
2022 - 2023 School Year

38	Monthly	$4,391	$4,602	$4,816	$5,042	$5,297	$5,516
	Hourly	25.33	26.55	27.78	29.09	30.56	31.82
39	Monthly	$4,492	$4,713	$4,922	$5,176	$5,426	$5,639
	Hourly	25.92	27.19	28.40	29.86	31.30	32.53
40	Monthly	$4,602	$4,816	$5,042	$5,297	$5,547	$5,779
	Hourly	26.55	27.78	29.09	30.56	32.00	33.34
41	Monthly	$4,713	$4,922	$5,176	$5,426	$5,683	$5,913
	Hourly	27.19	28.40	29.86	31.30	32.79	34.11
42	Monthly	$4,816	$5,042	$5,297	$5,547	$5,828	$6,060
	Hourly	27.78	29.09	30.56	32.00	33.63	34.96
43	Monthly	$4,922	$5,176	$5,426	$5,683	$5,962	$6,205
	Hourly	28.40	29.86	31.30	32.79	34.40	35.80
44	Monthly	$5,042	$5,297	$5,547	$5,828	$6,091	$6,343
	Hourly	29.09	30.56	32.00	33.63	35.14	36.59

Board Approval Date: October 25, 2022

6.04% Retro to July 1, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 03/28/2023

APPROVED:
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	NA	
Bids/RFPs	✓	5
Other	NA	
ERRATA	NA	

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

March 1, 2023 - March 14, 2023

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	3/1/2023	Mote Technologies	Software license, 12 seats 2 year term	$ 864.00	201 - El Camino
TBD	3/14/2023	Thought Exchange	Software license 4/1/23-3/30/24	$ 27,783.00	030 - Communications

March 1, 2023 - March 14, 2023

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
301914	3/14/2023	Jet Mulch	Playground bark	$ 109,168.38				212 - Maintenance and Operations

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
301948	3/7/2023	Access Language Connection	Interpreting Services	$ 865,525.00		$ 787,077.50	$ 1,652,602.50	101 - Special Education
							$ -	

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
205620	3/6/2023	Innovative Construction Services	PM-CM pre-construction through closeout work for Coleman (CMP Charter) MOD project 106-9495-P1	$ 35,000.00		$ 408,966.00	$ 443,966.00	216 - Facilities
304195	3/6/2023	Campbell Keller	Additional items for Rio Full Site Furniture Replacement project 208-9306-N1	$ 975,037.62	$ 1,964,606.26	$ 28,271.21	$ 2,967,915.09	216 - Facilities
201531	3/9/2023	Innovative Construction Services	Schedule revisions/extended PM-CM pre-construction through closeout work for Casa MOD (locker room) project 209-9495-P1	$ 42,000.00		$ 72,546.00	$ 114,546.00	216 - Facilities
205470	3/12/2023	Atlas Tech Consultants	Additional soil sampling for K. Johnson New Construction project 055-9512-P1	$ 32,700.00	$ 368,903.45	$ 28,970.00	$ 430,573.45	216 - Facilities

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
206588	3/6/2023	Primal Paint	Unforeseen changes for Lichen DM (paint, floor, furniture) project 159-9233-P1	$ 171,600.00		$ 3,113.00	$ 174,713.00	216 - Facilities

March 1, 2023 - March 14, 2023

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

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/9/2023	TBD	23/215	RJ Commercial Flooring Co. Inc.	Flooring contract for Rio DM (sitewide flooring) project 208-9233-P1	$ 1,031,570.00	216 - Facilities

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/10/2023	TBD	CMAS	RJ Commercial Flooring Company, Inc.	New flooring for MP room and Kitchen for Pasteur Flooring DM project 065-9349-23DM	$ 198,937.26	212 - M&O
26	3/10/2023	TBD	N/A	Statewide Educational Wrap Up Program	OCIP insurance for Mariemont MOD project 130-9495-P1	$ 325,089.71	216 - Facilities
26	3/13/2023	TBD	Piggyback	Campbell Keller	Lockers for Casa MOD (Locker room) 209-9495-P1	$ 301,167.03	216 - Facilities

New Addendum to Master Agreements

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

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

March 1, 2023 - March 14, 2023

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

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	03/08/23	Monterey County Office of Education Bid # 530067	CalSave CDWG	Technology Catalog	Extension 12/31/2023

March 1, 2023 - March 14, 2023

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

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount $	Responsibility
All	2/28/2023	23-101	CDW-G	Category Two Equipment (Erate)	$20,402.76	252 - Technology
All	3/14/2023	22-104	West Coast Arborist, Inc.	Tree Trimming & Maintenance	$50,000.00	212 - M & O
All	3/14/2023	22-104	AERI Tree Service	Tree Trimming & Maintenance	$50,000.00	212 - M & O

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3
MEETING DATE: 03/28/2023

APPROVED:
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Easements/Leases		
Notices of Completion	✔	1
Quarterly Investment Report		
Warrants & Payroll		
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
H.B. Restoration, Inc.	PO# 206865 Provide all labor, materials, equipment, tools, transportation and incidentals for the sitewide interior painting with additive alternates of interior painting of ceilings and sitewide exterior paint at Will Rogers Middle School, 4924 Dewey Drive, Fair Oaks CA 95628, located in the San Juan Unified School District. Vendor: H.B. Restoration, Inc.	2/6/2023	2/9/2023
Primal Paint	PO# 206588 Provide all labor, materials, equipment, tools, transportation and incidentals for the sitewide interior painting with additive alternates of interior painting of ceilings and sitewide exterior paint at Lichen K-8 School, 8319 Lichen Drive, Citrus Heights, CA 95621, located in the San Juan Unified School District. Vendor: Primal Paint	2/6/2023	2/9/2023
The KYA Group	PO# 205857 Provide all labor, materials, equipment, tools, transportation and incidentals for full site flooring replacement at Lichen K-8 School, 8319 Lichen Drive, Citrus Heights, CA, 95621, located in the San Juan Unified School District. Vendor: The KYA Group	2/6/2023	2/9/2023
GSP Painting, Inc.	PO# 206856 Provide all labor, materials, equipment, tools, transportation and incidentals for sitewide interior painting and added alternates of interior painting of ceilings and sitewide exterior painting at Howe Avenue Elementary School, 2404 Howe Avenue, Sacramento, CA 95825, located in the San Juan Unified School District. Vendor: GSP Painting, Inc.	2/16/2023	2/22/2023

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 03/28/2023

SUBJECT: Surplus Property

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

DEPARTMENT: Business Support Services

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

RATIONALE/BACKGROUND:
The Governing Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district. The superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with board policy and the requirements or state law.

The superintendent or designee shall identify to the board all items not needed by the district together with their estimated value and a recommended disposition.

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

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

Strategic Plan: N/A

PREPARED BY: Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Board of Education Agenda Item **Attachment A**

Surplus Property March 28th Meeting Date

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
DO - Fiscal Services	HP	LA 2405-WF	Monitor (no base)	CN 425110DJ	eWaste
DO - Fiscal Services	HP	HSTND-2B02	Monitor	CDK6171KBS	eWaste
DO - Fiscal Services	HP	Compaq	Computer	MXL2111R4Q / 20170053	eWaste
DO - Fiscal Services	HP	Compaq	Computer	MXL2051V7K / 20170194	eWaste
DO - Fiscal Services	HP	Q5401A	Printer	CNGXF51818	eWaste
DO - Fiscal Services	HP	LaserJet P3015	Printer	VNB4H04169	eWaste
DO - Fiscal Services	HP	LaserJet P3005	Printer	CND1R40692	eWaste
Encina	Apple	A1466	MacBook	10011116, C02QJTQRG940	eWaste
Encina	Apple	A1466	MacBook	10011115, C02QJTQNG940	eWaste
Encina	Apple	A1278	MacBook	10001641, C1MLF6WKDTY3	eWaste
Encina	Apple	A1466	MacBook	20197045, FVFXXJHCJ1WK	eWaste
Encina	Apple	A1278	MacBook	10008078, CPWML7VZDTY3	eWaste
Encina	Apple	A1278	MacBook	10004684, C1MMF1ENDTY3	eWaste
Encina	Apple	A1278	MacBook	10008071, C1MMMKQFDTY3	eWaste
Encina	Apple	A1278	MacBook	10000534, C1MKRT8DDTY3	eWaste
Encina	Apple	A1278	MacBook	10008066, C1MMMKQDDTY3	eWaste
Encina	Apple	A1278	MacBook	10008073, C1MMMKJ2DTY3	eWaste
Encina	Apple	A1278	MacBook	10004688, C1MMF1E7DTY3	eWaste
Encina	Apple	A1278	MacBook	10000524, C1MKRT8GDTY3	eWaste
Encina	Apple	A1278	MacBook	10004682, C1MMF1BTDTY3	eWaste
Encina	Apple	A1278	MacBook	10000527, C1MKRT26DTY3	eWaste
Encina	Apple	A1278	MacBook	10004686, C1MMF1E5DTY3	eWaste
Encina	Apple	A1278	MacBook	10000535, C1MKRT6BDTY3	eWaste
Encina	Apple	A1278	MacBook	10004687, C1MMF1BADTY3	eWaste
Encina	Apple	A1278	MacBook	10000532, C1MKRT9JDTY3	eWaste
Encina	Apple	A1278	MacBook	10008068, C1MMMKEBDTY3	eWaste
Encina	Apple	A1278	MacBook	10000529, C1MKRTBJDTY3	eWaste
Encina	Apple	A1278	MacBook	10000525, C1MKRTBCDTY3	eWaste
Encina	Apple	A1278	MacBook	10001642, C1MLF6VMDTY3	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA4F7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410C9F17600	eWaste
Encina	Acer	C740	Chromebook	NXSHEAA004404174C27600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA7F7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA797600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA4F7601	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026421AA1E7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026412D85E7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA2A7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA2D7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA00264204ABE7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA877600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA737600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA7A7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA897600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA0026410CA7C7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA00264204A8F7600	eWaste
Encina	Acer	C740	Chromebook	NXEF2AA002642084377600	eWaste
Encina	Acer	CB3-532	Chromebook	NXGHJAA002634004687600	eWaste
Encina	HP	Elite Compaq 8300	Desktop Computer	10020305, MXL3282D57	eWaste
Encina	HP	L1750,	Monitor LCD 17"	3CQ9170YG5	eWaste
Encina	HP	Envy 5545	Printer	TH63L2R0YH	eWaste
Encina	ZORTRAX	V04 M200	Printer	ZF4E983E6	eWaste
Encina	ZORTRAX	V04 M200	Printer	ZCAD41396	eWaste
Encina	Samsung	UN55J6201AF	TV	20186131, 059C3CXHA28495V	eWaste
Mira Loma	HP	CP1525nw	Color Printer		eWaste

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 03/28/2023

SUBJECT: Head Start and Early Head Start (HS/EHS) Grant Application 2023-24

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

DEPARTMENT: Early Childhood Education (ECE)

ACTION REQUESTED:
The superintendent is recommending that the board approve the submission and implementation of, if funded, the Head Start and Early Head Start Grant 2023-24.

RATIONALE/BACKGROUND:
The purpose of the annual Head Start and Early Head Start (HS/EHS) Grant application is to renew funding for the fiscal year 2023-24. HS/EHS are comprehensive programs designed to meet the needs of pregnant women and children from infancy through five years of age, including infant, toddler, and preschool programs and the comprehensive services that support all of these groups.

ATTACHMENT(S):
A: Head Start Summary of Federal Funds - Exhibit A
B: Early Head Start Summary of Federal Funds - Exhibit A
C: Sacramento County Head Start/Early Head Start Refunding Application Fiscal Year 2023-2024
D: EHS/HS Classroom List
E: Acronyms

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $10,375,760
Additional Budget: $
Funding Source: Head Start/Early Head Start
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 1,2 Focus: N/A
Action: N/A

Strategic Plan: 1,2

PREPARED BY: Lisa Teal, Program Manager, Early Childhood Education

APPROVED BY: Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education & Programs AT
Melissa Bassanelli, Superintendent of Schools MB

EXHIBIT A-1

SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED, CHILD-ADULT RATIO, AND PROGRAM OPTIONS
HEAD START – 09CH011763

Delegate: San Juan Unified School District **Delegate #:09CH011763-003**

Street Address: 5309 Kenneth Ave. **City**: Carmichael **Zip: 95608**

Head Start Director's Name: Ms. Lisa Teal **Phone: 916-971-5903**

Policy Council Chairperson: Ms. Kara Long **Phone:** 916-642-0514

Street Address: 11765 Bagota Way **City**: Rancho Cordova **Zip:** 95742

Federal Share:

PA 22 (HS Basic)	$ 7,844,410
PA 20 (HS T/TA)	$ 33,400

Local Share:
(25% of total Federal share or 20% of total program cost) $1,969,453

Total Program Costs: $7,877,810

Use one chart per program option for *each group of children served for different hours* of service for each year.

Program Information – Option 1: Head Start - Duration	**PA 22**
(a) Number of children to be enrolled	360
(b) Child/Adult Ratio	1:10
(c) Number of handicapped children to be enrolled:	45
(d) Number of weeks per year that program will operate: i. First day of class: August 22, 2023 Last day of class: June 7, 2024	35
(e) Number of classes:	18
(f) Number of classroom operation hours per day: **6.5 (M, T, W, F) and 3.75 (Thurs.)**	6.5 (3.75)
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	29.75
(i) Number of classroom operation days per year:	175
(j) Total number of hours per program year (f times i)	1,022
(k) Number of teachers:	18
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	N/A

(n) Number of paid teacher aides:	18
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement:	$23,200
(r) Center(s) / Classroom(s) in this Option: Arlington Heights (Rm.6-1700V), Cottage(Rm.B2-1709V), Dyer Kelly (Rm C113-1703V), Encina (Rm.U4-1712W), General Davie Ctr.(Rm.14-1727T; *Rm.17-1727Y; Rm.18-1727S; Rm.19-1727I; Rm.21-1727W), *Howe (Rm.J1 1725R), Kingswood (Rm.18-1717V), Lichen (Rm.D4-1706V), Marshall (Rm.7-1707V), Pasadena (Rm.25-1718R), Ralph Richardson(Rm.1-1719X; Rm.2-1719V), *Skycrest (Rm C2 - 1716S)Sunrise (Rm.4-1746V)	
(s) Comments: * Rooms highlighted in red are rooms that changed from WRAP to Duration and their Child Plus number will be changed accordingly.	

Program Information – Option 2: LDO/WRAP Head Start & State Preschool	**PA 22**
(a) Number of children to be enrolled	528
(b) Child/Adult Ratio	1:8
(c) Number of handicapped children to be enrolled:	40
(d) Number of weeks per year that program will operate: i. First day of class: August 21, 2023 Last day of class: June 6, 2024	35
(e) Number of classes:	22
(f) Number of classroom operation hours per day: **6.5 (M, T, W, F) and 3.75 (Thurs.)**	6.5 (3.75)
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	29.75
(i) Number of classroom operation days per year:	175
(j) Total number of hours per program year (f times i)	1,022
(k) Number of teachers:	22
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	N/A
(n) Number of paid teacher aides:	21*
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement:	$56,800
(r) Center(s) / Classroom(s) in this Option: Choices: Rm19-1704R), Coyle: (Rm.K1-1744R), Encina: (Rm. U3-1712V), Garfield: Rm.KA-1722W; Rm.KB-1722R), General Davie Ctr.: (Rm.1-1727R; Rm.2-1727P; Rm.15-1727H, Rm.16-1727X), Grand Oaks: (Rm.6-1710R), Howe Ave.: (Rm.J2-1725S; Rm.J6-1725T; Rm.J7-1725X), Kingwood: (Rm.19-1717S), Marshall: (Rm.2-1707R; Rm.3-1707X; Rm.4-1707S, Rm.8-1707T), Ralph Richardson: (Rm.3-1719R), Skycrest: (Rm.C1-1716R), Sunrise: (Rm1-1746R, Rm2-1746S)	
(s) Comments: 1) 1:8 teacher ratio is met with 1 teacher and CDA funded by HS. The additional adult in the classroom is a NISA (1 per class) resulting in a 1:8 ratio. 2) LDO/WRAP classes are a collaboration between Head Start and State/CDE and operate under an ACF-approved class-size to enroll up to 24 children per classroom.	

Summary of Program Options: Head Start	
Center-Based Funded Enrollment:	
Option 1 - Head Start – Duration	360
Option 2 – LDO/HS-CSPP WRAP	528
Total Head Start Funded Enrollment	**888**

EXHIBIT A-1

SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED, CHILD-ADULT RATIO, AND PROGRAM OPTIONS
EARLY HEAD START – 09CH011763

Delegate: San Juan Unified School District **Delegate #: 09CH011763-203**

Street Address: 5309 Kenneth Ave. **City**: Carmichael **Zip:** 95608

Head Start Director's Name: Ms. Lisa Teal **Phone:** 916-971-5903

Policy Council Chairperson: Ms. Kara Long **Phone:** 916-969-2495

Street Address: 11765 Bagota Way **City**: Rancho Cordova **Zip:** 95742

Federal Share:

PA 25 (EHS Basic)	$ 2,437,038
PA 11 (EHS T/TA)	$ 30,912

Local Share:
(25% of total Federal share or 20% of total program cost) $ 616,988

Total Program Costs:
$2,467,950

Use one chart per program option for *each group of children served for different hours* of service for each year.

Program Information – Option 1: Full Day-Center Based Year Round	**PA 25**
(a) Number of children to be enrolled	48
(b) Child/Adult Ratio	1:4
(c) Number of handicapped children to be enrolled:	5
(d) Number of weeks per year that program will operate: i. First day of class: August 1, 2023 Last day of class: July 31, 2024	42
(e) Number of classes:	6
(f) Number of classroom operation hours per day:	7
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	35
(i) Number of classroom operation days per year:	213
(j) Total number of hours per program year (f times i)	1,491
(k) Number of teachers:	12
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same teacher in AM and PM class):	N/A
(n) Number of paid teacher aides:	9

(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement:	10,000
(r) Center(s) / Classroom(s) in this Option: Encina I/T- Rm.U2-1751P, Rm.U5-1751Q; Fair Oaks I/T Rm.21a–1752O, Rm.21b-1752P; San Juan I/T Rm.N1-1755O, Rm.N2-1755P	

Program Information – Option 2: Full-Day Center Based (10 months)	**PA 25**
(a) Number of children to be enrolled	32
(b) Child/Adult Ratio	1:4
(c) Number of handicapped children to be enrolled:	3
(d) Number of weeks per year that program will operate: i. First day of class: August 14, 2023 Last day of class: June 5, 2024	35
(e) Number of classes:	4
(f) Number of classroom operation hours per day:	7
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	35
(i) Number of classroom operation days per year:	173
(j) Total number of hours per program year (f times i)	1,211
(k) Number of teachers:	8
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same teacher in AM and PM class):	0
(n) Number of paid teacher aides:	0
(o) Number of home visits per year:	12
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement:	$7,000
(r) Center(s) / Classroom(s) in this Option: General Davie Center I/T Rm.4–1753M, Rm.5-1753U; Marvin Marshall I/T Rm.10–1754M, Rm.11-1754U	
(s) Comments: Staffing includes a NISA (funded by State); total classroom staff 3.	

Program Information - Home-Based:	**PA 25**
(a) Number of children to be enrolled:	84
(b) Number of home visitors:	7
(c) Number of families per home visitor:	12
(d) Number of home visits per child per month:	4
(e) Number of home visits per child per year:	46
(f) Number of hours per home visit:	1.5
(g) Number of socialization experiences per child per month:	2
(h) Number of hours per socialization:	2
(i) Number of weeks of home-based operation per year:	51
(j) Number of weekly hours of home visitor employment:	40
(k) Number of weeks of home visitor employment:	52
(l) Home visits will begin on August 1, 2023 and end on July 31, 2024	46

Summary of Program Options: Early Head Start	
Center-Based Funded Enrollment:	
Option 1 – Full Day-Year Round	48
Option 2 – Full Day-School Year	32
Home Based Funded Enrollment:	84
Total Early Head Start Funded Enrollment	**164**

Sacramento County Head Start/Early Head Start Refunding Application Fiscal Year 2023-2024 Year 4 of 4

Due to SETA no later than March 2, 2023
Board and PC approvals must be secured no later than April 18, 2023

Available Technical Assistance
For Fiscal Help, contact Victor Han at (916) 263-5437 or Victor.Han@seta.net.
For any other assistance, contact Melanie Nicolas at (916) 263-3736 or Melanie.Nicolas@seta.net.

PROGRAM NARRATIVE INSTRUCTIONS

This application is the 4th of 4-year grant cycle ending on July 31, 2024 due to grant consolidation with EHS-CCP. We will be submitting an abbreviated Continuation Application and Program Narrative. In this application, programs will describe any changes to program design; approach to service delivery and supporting budget; rationale for proposed changes; challenges; and how you are working to address them. Parts of the narrative will be written by the Grantee from a countywide perspective and some sections will be specific to agencies that are proposing any change to their program design. **Please write from a third person perspective** (i.e. EGUSD, the Child Development Department, the program, etc.). **A separate narrative is required for Head Start and Early Head Start**.

Section A - Service Delivery

PROPOSED PROGRAM DESIGN CHANGES

Please complete this section if there are changes in program option or centers proposed.

Please describe the current program options and the change(s) being proposed for next program year.

a) In summary, what are the program options (Part-day; Full day, Locally Designed Option [LDO]) that are currently offered and what will change for next year?

Head Start Current Program Options:

Option 1 - Head Start – Duration	300 slots
Option 2 – LDO/HS-CSPP WRAP	744 slots

Total Slots: 1044

Head Start Changes:

Option 1 - Head Start – Duration	360 slots
Option 2 – LDO/HS-CSPP WRAP	528 slots

Total Slots: 888

Early Head Start Current Program Options:

Option 1 – Full Day-Year-Round	48 slots
Option 2 – Full Day-School Year/Summer Home Visits	32 slots
Home Based Program	84 slots

Total Slots 164

Early Head Start Changes: None

b) What centers/school sites and community zip codes will be affected by the change?

Closures/Reduced Enrollment:

- Please identify the centers that will close or will have reduced enrollment.
    - Coleman 15 WRAP - Close
    - Coleman 26 WRAP - Close
    - Coleman B WRAP - Close
    - Davie Rm 12 WRAP - Close
    - Davie Rm 17 WRAP- Reduce Enrollment, from 24 to 20 Duration class
    - Garfield Rm 1 WRAP – Close
    - Howe Rm J1 WRAP – Reduce Enrollment, from 24 to 20 Duration class
    - Mariposa Rm 3 WRAP – Close
    - Skycrest Rm C2 WRAP – Reduce Enrollment, from 24 to 20 Duration class
- What zip codes will be affected? 95662, 95864, 95608, 95825, 95610
- Are there other early childhood programs available in the community for Head Start-eligible families? Please identify the HS, preschool, child care available.
    - The following centers are available for families to attend:
        - Coleman Area – Sunrise Rm1 & Rm 2 (3.3-mile distance)
        - General Davie Area - General Davie Rm 14, 15, 16, 17, 18 19, 21
        - Garfield Area – Garfield Rm KA, Garfield Rm KB, Pasadena Rm 25, Marvin Marshall Rm 2, 3, 4, 7, 8
        - Mariposa Area – Lichen Rm D4 (3.2- mile distance) , Grand Oaks Rm 6 (1.7-mile distance)
- What is the justification for the change? Please cite data from updated community assessment, district enrollment trends, self-assessment results including your enrollment trends, ongoing monitoring results, or from using data for continuous improvement as described in 1302.102(b)-(c).
    - The following are justifications for each area:
        - Coleman Area – Due to the average high income of the 95662-zip code – Head Start enrollment has been low for the last three years. The average enrollment percentage for the classes in the Coleman area is 49% for the last 3 school years. (2020/21, 2021/22, 2022/23)
        - General Davie Area – The General Davie area falls in a priority 1 zip code however, SJUSD opened too many classrooms in one site and enrollment data has shown the average enrollment for the 1 classroom that is closing at 33% for the last 3 school years. Closing only 1 classroom still leaves 7 classes available for families to get the services they need.

- Garfield Area - The Garfield area falls in a priority 1 zip code however, SJUSD ECE has too many classrooms available in that area. Enrollment data has shown the average enrollment for the one classroom that is closing at 36% for the last three school years. Closing only one classroom still leaves eight classes in Garfield and nearby sites Pasadena and Marvin Marshall that are available for families to get the services they need.
- Mariposa Area – Due to the average high income of this area enrollment has been low. According to the Davis Data report used by the school district the Median Household Income in 2022 was $73,872 per year and it's projected to be $90,056 in 2027. The three-year enrollment percent average for this classroom is 37.5%.

New centers: ***N/A***

- Please identify the new center(s) location and zip codes served.
- What program options will be offered at the new location? Will you need a class-size waiver? *Please refer to Page 20 - Program Options Minimum Requirements*
- What is the justification for the change? Please cite data from updated community assessment, district enrollment trends, self-assessment results including your enrollment trends, ongoing monitoring results, or from using data for continuous improvement as described in 1302.102(b)-(c).

c) Conversion:

SJUSD ECE is requesting a Zero-slot conversion of 40 slots from Head Start to be converted into funds for the Early Head Start Program. A Zero-slot conversion would assist the Early Head Start program financially with an estimated additional $412,443 . This additional contribution is needed to assist the Early Head Start Home Based and Center Based programs that serve pregnant mothers and 0 to 18 months. SJUSD currently has three Early Head Start centers that support students 2 months to 36 months. These three centers are connected to three SJUSD high schools and act as support for any teen parents continuing their high school credentials. In addition, these three centers support the transition of any pregnant mothers who give birth in our home-based program and need child care soon after. Currently due to the ratios required of 1:4 Early Head Start grant funds do not fully cover salaries and benefits for the teaching staff. Running at a deficit, requires that Early Head Start receive additional funding from the SJUSD general fund. The general fund is not a fund to be utilized as part of the operational budget. An additional challenge is that the option of additional state funding of CCTR has been explored for next year. However, it is not an option for these three centers because SJUSD would not be able to provide care for children ages 2 months to 18 months within the CCTR grant requirements. This is due to the fact that the CCTR grant requires a 1:3 ratio of children under the age of 18 months and with current teacher salaries the CCTR grant would not cover the amount required for hiring additional teaching staff. Therefore, by adding a CCTR grant, the program would need to change the age requirements to no younger than 18 months for our current EHS centers that are located on high school campuses. This is not an option due to our agreement with the school district. A Zero-slot conversion would keep the Early Head Start program fiscally solvent and be able to provide much needed services to teen parents and the youngest and most vulnerable infants ages 2 months to 18 months. Enrollment in Early Head Start Home-Based program and Early Head Start Centers is currently at 100%. Additionally, parent satisfaction surveys have shown parents are in need of additional EHS centers. There continues to be a strong need in the community and additional funding is needed to support these programs.

If proposing to convert Head Start services to provide Early Head Start services, specify the planned reduction in Head Start enrollment and the number of infants, toddlers and pregnant women proposed to be served. Please address *each* of the following: **N/A**

- Provide the funding amount for the HS and EHS programs before and after the requested change.
- Using community data (including but limited to the community assessment) demonstrate how the proposed use of funds would best meet the needs of the community, including a description of how the needs of eligible Head Start children will be met in the community when the conversion takes place;
- A description of how the needs of pregnant women, infants, and toddlers will be addressed;
- A discussion of the agency's capacity to carry out an effective Early Head Start program;
- Identification of what type of support (i.e. training, technical assistance) will be needed from the grantee;
- A discussion of the qualifications and competencies of the child development staff proposed for the Early Head Start program, as well as a description of the facilities and program infrastructure that will be used to support the new or expanded Early Head Start program;

- A discussion of any one-time funding necessary to implement the proposed conversion and how the agency intends to secure such funding; and,
- The proposed timetable for implementing this conversion, including updating school readiness goals.

Additionally, please provide the following:

- Evidence of policy council and governing body approval;
- A budget and budget narrative that clearly identifies the funding amount for the Head Start and Early Head Start programs before and after the proposed conversion; and,
- A revised program schedule that describes the program option(s) and the number of funded enrollment slots for Head Start and Early Head Start programs before and after the proposed conversion.

d) TK-HS Partnership/Pilot Project: **N/A**

If your program is proposing to pilot a HS-TK partnership in 2023-2024, please answer the questions below.

Please note: The partnership will be required to meet all Head Start Program Performance Standards. The submission of a proposal does not automatically guarantee approval by SETA, the Office of Head Start (OHS) and/or the Administration of Children and Families (ACF). Written approval by ACF is required prior to operating/launching a HS-TK pilot project.

- Are you planning to partner with TK to provide HS comprehensive services in the 2023-24 program year? If so, briefly describe the program model.

- Will Head Start be joining an already existing TK class or will TK be joining an already existing HS class?

- Will this be a licensed classroom/facility under DSS/Community Care Licensing?
  If no, please describe in detail how the program will replicate DSS/Community Care Licensing monitoring and oversight activities within your own program?

- Please describe how families/children will qualify for the TK-HS program (i.e. how will eligibility be determined)?

- What curriculum will be used in the TK-HS classroom and how does it meet the Head Start Program Performance Standards?

- How will the TK-HS classroom be staffed to meet Head Start requirements throughout the day?

  Please describe minimum qualifications of each position.

- What will be the teacher: child ratio?

- Please describe how the program will be monitored on a routine basis to ensure HS compliance.

e) Structural/Organizational changes

- Please describe any changes in leadership and/or key management staff.
  There has been a change in Preschool administrator position. The Discovery club administrator position has changed to an interim administrator (This is not a Head Start administrator but this position is part of the management team and supports in decision making.) This position will be made permanent soon and will greatly support Head Start and Early Head start as she had many years of experience supporting both programs as a Teacher On Special Assignment (TOSA).

- Please describe if there will be changes in organizational structure, including eliminated positions or new positions to support administrative and program functions.
  The ECE department will be adding a Facilitator position to support the Head Start and Early Head Start programs with the following:
  - Design and facilitate new staff onboarding and training
  - Arrange yearly trainings for current staff on Grant requirements and mandates
  - Manage all monitoring systems and processes for Grant mandates and requirements
  - Review and update grant requirements and documentation
  - Organize and oversee peer reviews and unannounced visits

Section A - Service Delivery

SUMMARY OF PROPOSED PROGRAMS

Please summarize what will be offered next program year (including the program design changes if there are any) in the following sections. Please include any updates based on community assessment, district enrollment and availability of other early childhood programs in the communities/neighborhoods served.

1. Service and Recruitment Area

SJUSD serves families within the following zip codes: 95608, 95662, 95610, 95621, 95628, 95621, 95825, 95841, 95842, 95864 in Sacramento County.

The following strategies of recruitment have been utilized within these zip codes:

- School Community Workers (SCW), admin, and enrollment team target areas that are identified by enrollment data. Recruitment flyers in five languages distributed to schools, community agencies, and businesses in the surrounding areas.
- Registration team partners with San Juan's Family and Community Engagement (FACE) department at various family engagement and enrollment events. At these events, families are greeted, information is shared about the programs and families are assisted with completing Preschool Eligibility List Forms (PELs).
- Admission techs travel to schools in other regions of the district to enroll families who have transportation issues and to meet with new families.
- SCWs, admin, and Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) content collaborate with San Juan Unified McKinney-Vento team and utilize a shared spreadsheet for recruiting and referrals.
- Updated website helps educate families on programs and makes it more user friendly.

- Fall Literacy Festival in October – Community organizations provided services to families at the festival - Sacramento Library; Sacramento Food Bank; Mobile Health Clinic, ELICA; along with the district's FACE department resource van at the festival. Prizes given for bringing new families at registration table.
- Admission techs rotated morning shifts at San Juan Central Enrollment office to provide direct support to parents and families interested in preschool programs who were enrolling their students in TK-12 during busy enrollment times.
- Changed PELs from combo paper and online to fully online in order for SJUSD to track over income data.
- Admin team utilizes community data and projections from San Juan Unified consultant agency – the Davis Group
- Admin team met with the Superintendent and did a walk-through of the ERSEA office.
- Home-Based socializations happen at various library and community spaces to showcase our program and information is being distributed to non-attending families

2. Needs of Children and Families *(1302.11(b))*

- Are there significant changes in your community data? (i.e., # of eligible children, demographics, spoken languages, race/ethnicity, homelessness, foster care, children with disabilities, and/or any data related to content services, etc.)
  - Continued increase in families from Russia (total number of families that speak Russian increased 42% - 19 families to 27 families)

- Is there availability of TK, preschools and other child care options?
  - There are 29 TK classes available to families within the SJUSD for the 2023-24 school year. Last year there were 11 TK classes available.

3. Centers and Facilities

- Specify the proposed program option(s).

  Center-based- center names and the total number of funded enrollment this option.

  Home-based- the total number of funded enrollment this option.

  Please see Exhibit E-1for HS and EHS Centers

  Home Based – EHS – 84 slots

- List any additions, deletions or changes to your service locations and describe the reasons for the change(s).
  - Deletions:
    - Coleman 15 WRAP
    - Coleman 26 WRAP
    - Coleman B WRAP
    - Davie Rm 12 WRAP
    - Garfield Rm 1 WRAP
    - Mariposa Rm 3 WRAP

- Please review and update, as needed, all data in the "Centers" tab in HSES to ensure the locations of all services are identified.

4. Chosen Program Option(s) and Funded Enrollment Slots *(1302 Subpart B and the HSPPS Compliance Table)*

Head Start Class-Size Waivers:

Class-size waiver information should be detailed here. Please indicate the following:

- Name of site and classroom(s) for the class-size waiver (please use the form on the next page).
- Please indicate whether or not you have had a class-size waiver for the requested classes before. If so, please indicate for how long (please use the form on the next page).
- Specify how the classroom square footage will meet applicable requirements.

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2023-2024 (YEAR 4)

Note: Classes with class-size waivers will be listed as an **LDO** option in the narrative, on Exhibit A-1/ Summary of Federal Funds and on the Program Schedule in HSES. Also, any classroom that has received a CCL Type A violation for safety/supervision is not eligible for a class size waiver.

Name of Site	Name of Classroom (Loc ID)	# of children in each class	Previous Waiver
Choices Charter	1704R/Room 19	24	Yes
Coyle	1744R/Room K1	24	Yes
Encina	1712R/Room U3	24	Yes
Garfield	1722W/Room KA	24	Yes
Garfield	1722R/Room KB	24	Yes
General Davie	1727R/Room 1	24	Yes
General Davie	1727P/Room 2	24	Yes
General Davie	1727X/Room 16	24	Yes
General Davie	1727H/Room 15	24	Yes
Grand Oaks	1710R/Room 6	24	Yes
Howe Ave.	1725S/Room J2	24	Yes
Howe Ave.	1725T/Room J6	24	Yes
Howe Ave.	1725X/Room J7	24	Yes
Kingswood	1717S/Room 19	24	Yes
Marshall	1707R/Room 2	24	Yes
Marshall	1707X/Room 3	24	Yes
Marshall	1707S/Room 4	24	Yes
Marshall	1707T/Room 8	24	Yes

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2023-2024 (YEAR 4)

Name of Site	Name of Classroom (Loc ID)	# of children in each class	Previous Waiver
Ralph Richardson	1719R/Room 3	24	Yes
Skycrest	1716R/Room C1	24	Yes
Sunrise	1746R/Room 1	24	Yes
Sunrise	1746S/Room 2	24	Yes

Eligibility, Recruitment, Selection, Enrollment, and Attendance *(1302.13, 1302.14, 1302.15, and 1302.16*):

- What is going well in your program for this year 2022-2023? Please cite 3 data points or other source of information to illustrate why it is going well (for example, ADA, monthly enrollment, waiting list).

  The SJUSD ECE ERSEA team continues to provide high quality and individualized assistance to families during the enrollment process. A majority of the Admission Family and Service Technicians (AFSTs) speak more than one language, which allows them to serve families in their native language. If the language that is needed is not available then the School Community Resource Assistant (SCRA) can translate or the language line is often used. SJUSD ECE has built a stronger relationship this year with the SJUSD Title 1 department and will be utilizing additional resources from this department for recruitment and support for parents in all the different ERSEA areas. In addition, due to SETA providing a temp agency support until SJUSD was able to increase staff, all students were input into the SJUSD Q database for the district. A minimal amount of ECE students were input the previous year, and now ALL current ECE students are input. With students in the Q database, the district is now able to provide enrollment projections through a data consultant – The Davis Group. With specific and detailed data about all areas where current Head Start and Early Head Start programs are located, the leadership team can work with the Program Design Committee and SJUSD upper management to create long term program plans that will assist in keeping Head Start programs in areas of need and continue to sustain the programs.

- What did not go well or as planned? What are the challenges you faced this year? Please describe. What changes or adaptations did you make to address these challenges?

  This school year, there have been a lot of staffing changes within the ERSEA team. Half of the Admissions and Family Service Technicians (AFSTs) are considerably new to the role of AFST. Out of the six staff members who enroll families into the programs, two have been on-boarded the past calendar year, and one was hired the year before. (One started October 2022. Another May 2022. A third in June 2021.) Along with a new enrollment team, this school year, the responsibility of ERSEA was transferred to another administrator. To better support the content area of ERSEA, the Content Specialist position that originally focused on Instructional Technology was shifted to an ERSEA focus. This position was open and hired for in June of 2022. The duties of the ERSEA content specialist still involve other instructional technology support, which is also very time consuming. The roles and responsibilities of this content specialist are continuing to be developed this year. As the ERSEA administrator and team continue to learn together, roles and responsibilities will become clearer and will be clearly defined.

- Describe specific efforts to actively locate, recruit and enroll vulnerable children, including children with disabilities, children experiencing homelessness and children in foster care.

  SJUSD ECE continues to develop intra-district partnerships with the Special Education Department to reach children with diagnosed disabilities. Currently the Special Education department has interest in bringing in more children than SJUSD ECE can currently support. Through monthly meetings, slots and support for Special Education students are agreed upon.

Additionally, the SCWs and ERSEA leadership met with the school district McKinney-Vento liaison in order to explore ways to support students without homes. Information was shared about the Early Head Start and Head Start for referrals and a spreadsheet was created to support clear communication between the departments. Along with intra-district partnerships, SJUSD ECE has sought county level partnerships (for children experiencing homelessness). In December, ERSEA Content Specialist and SCW met with SCOE Project Teach Specialist to educate them on district EHS and HS sites for referrals.

- Describe your program's strategy to promote regular attendance including special efforts for chronically absent children and other vulnerable children.

  The first step to addressing chronic absenteeism is to have strong data to analyze from Child Plus. In previous years, trends came from paper attendance sheets that AFSTs created spreadsheets for. Human error would sometimes impact the attendance data. This year all teachers in the program both EHS and HS are being moved to online attendance where the parents check in on Child Plus. The strategy was to implement this system in small groups to ensure that teachers received the support that they needed. Now that all teachers are completing online attendance, reports are being run to find out common threads to absence reasons. Currently, sickness and COVID have been identified as main causes for attendance issues. Outside of illness, teachers reach out to the SCW if they are observing any outstanding issues and SCWs conduct phone calls and well visit home checks. If families need extra support or resources that will help with attendance the SCWs are able to give referrals and support their needs.

Education and Child Development *(1302 Subpart C)* – sent to TOSAs

- What is going well in your program for this year 2022-2023? Please cite 3 data points or other sources of information to illustrate why it is going well (for example, percentage of completed developmental screenings, DRDP, CLASS).

  HS

  SJUSD ECE has drastically increased the number of families who have completed the Ages & Stages Questionnaire (ASQ) screeners. In the 2021-22 program year only 17% of newly enrolled students were screened for development (ASQ) and 11% screened for social emotional development (ASQ:SE). For the 2022-23 program year, as of February 1, 2023, 98% of newly-enrolled students were screened for development (ASQ) and 89% screened for social-emotional development (ASQ:SE). Data taken from ASQ online and Child Plus.

  Preschool classrooms are filled with rich language environments, and it shows in the Desired Results Developmental Profile (DRDP) growth, especially for students who are English Language Learners (ELL). From Fall 2022 to winter 2022-23, Integrated English ratings jumped significantly for ELD measures 1-4. For *ELD 1, Comprehension of English (Receptive English)*, 124 students were integrating in the fall and jumped to 165 in the winter. For *ELD 2, Self-Expression in English (Expressive English),* 99 students were integrating in the fall and 133 were rated integrating in the winter. For *ELD 3, Understanding and Response to English Literacy Activities,* 72 students were integrating in the fall and in the winter 118 were rated

integrating. For *ELD 4, Symbol, Letter, and Print Knowledge in English*, this showed the most growth with 56 students rated at integrating in the fall and 115 in the winter. Overall in Language and Literacy Development , there was a 17% increase for English Only students and a 15% increase among English Language Learners.

Teaching Pyramid (TP) is utilized to teach young children social and emotional developmental skills. This curriculum has a strong foundation in promoting positive relationships with staff and children with a focus on family support materials. This curriculum also incorporates the extensive teaching of social and friendship skills. The program's training cohorts are progressing well with four preschool teaching teams and Teachers on Special Assignment (TOSA) completing training August 2022-May 2023.

EHS

Teaching Pyramid Infant-Toddler training of trainers' certification is being implemented, in order to roll out more extensive professional development using the Teaching Pyramid Social-Emotional Learning (SEL) curriculum in EHS next year. The training, materials, and individual coaching are being shared with, and piloted in, four of the 10 center-based classrooms. Teacher feedback on the evaluations has been positive about the strategies and approach of Teaching Pyramid. Feedback from the West Ed master trainers for the two staff being certified as trainers has also been positive, and the trainers-in-training will be finished with all five module trainings in May 2023. In addition, the coach- in-training has seen progress in new TP strategies implemented by the four pilot teachers. This iterative "train-coach-implement-reflect" model will support the social-emotional growth and cognitive and language development of EHS students through the expanded skills and capacities of their teachers.

- What did not go well or as planned? What are the challenges you faced this year? Please describe. What changes or adaptations did you make to address these challenges?

  HS

  The education content specialist was the only preschool Classroom Assessment Scoring System (CLASS) observer within the agency going into the 2022-23 program year. This was going to be difficult to assess all classrooms. To help with getting these completed, the ERSEA content specialist and one EHS TOSA were trained as preschool CLASS observers in the Fall of 2022. Unfortunately, due to their high workloads, only one was able to help with CLASS observations this year, leaving the education specialist to complete what they could before leaving the district. Additionally, the SJUSD ECE program only has one toddler CLASS observer who is an administrator and not able to provide that support due to workload issues. The need for an Infant-Toddler CLASS observer will be addressed as new staff are hired and cross over trainings continue. This year 14 CLASS observations occurred overall for preschool. 10 were done by internal staff and four were completed by SETA consultants. Another challenge the program is facing this year is staff turnover in both the education and content specialist positions. A new education content specialist came on board during the 2021-22 program year and after a year and a half, is no longer employed with San Juan. Just two weeks after the departure of the education content specialist, the disabilities content specialist left the program as well, leaving two large content areas without a leader. Both content specialists were TP certified which leaves the agency without a preschool TP trainer for next program year.

EHS

Due to some staff turnover in both classroom and content support staff, some discontinuity concerns arose in regards to new and ongoing staff support and training. One adaptation that was implemented to meet this challenge was more crossover of support and communication between the center-based and home-based TOSAs as they partnered with their administrator to address the needs of the EHS program as a whole. Classroom staff were guided to communicate by copying both TOSAs when addressing concerns or questions with content support staff, and both TOSAs met with the administrator more frequently to address staff concerns. In addition, information was shared and staff feedback was gathered through multiple modalities, including emails, regular newsletters linked to the program resource website, whole group Professional Development days, small group site-based meetings, and individual support as needed.

- Describe any changes to curriculum used, curricular enhancements and/or significant adaptations (include home-based, if applicable).

HS – No changes

EHS

For center-based programs, some adjustments have been made to the Creative Curriculum lesson planning materials to offer teachers more flexibility in their approach to individualization for their primary group. Teachers are piloting the use of these more flexible materials and offering feedback as appropriate.

For Home-Based teachers, updated visit plans have been created to better support implementation of the first eight weeks of the Parents As Teachers (PAT) curriculum. The updated plans have focused on the most critical information the teachers need to convey to all families in the program, while allowing for flexibility to meet the needs of individual children and their families.

- Describe how you support staff to implement curriculum with fidelity.

HS

Teachers have access to Creative Curriculum Cloud, which is the online support program for Creative Curriculum. Teachers submit lesson plans twice per year to the education content specialist for data review and feedback. The Creative Curriculum *Scope and Sequence* is integrated into the task binder that is distributed to all HS teachers and guide their lesson plans, paperwork, parent meetings etc.

Additionally, teaching staff is supported to implement curriculum to fidelity in the following ways:

-Bi-monthly professional development opportunities
-Admin and TOSAs observing classrooms
-Early Childhood Environmental Rating Scale (ECERS) observations and review of findings

EHS

Teaching staff is supported to implement curriculum to fidelity in the following ways:
-Monthly professional development opportunities
-Monthly staff meetings to review and discuss curriculum
-Admin and TOSAs observing classrooms
-Infant/Toddler Environmental Rating Scale (ITERS) observations and review of findings
-Lesson plan feedback from Education Content Specialist and TOSA

- Please describe any changes to developmental screens or assessment tools (include home-based, if applicable)

HS

Developmental screeners shifted from the classroom to the enrollment and screening process. Through the use of the virtual ASQ Online program, each family completes the screeners on an iPad during their child's screening appointment as part of the enrollment process.

EHS

This year the Early Head Start center-based program changed how the families receive the post-assessment DRDP data by utilizing the Learning Genie Child Progress Report function. Families were able to see the report in their home language and have access to all the information at any time. Additionally, staff was able to access and send out the Arabic version of the ASQ and ASQ:SE to Arabic speaking families this year, the return rate on these screeners was increased, and their individual language needs were better accommodated.

Health (*1302 Subpart D)*

- What is going well in your program for this year 2022-2023? Please cite 3 data points or other source of information to illustrate why it is going well (for example, percentage of children with up-to-date health screenings, dental exams, etc.).
  The screening process that families participate in before enrollment is helping to ensure that parents are receiving proper health education and meeting all health requirements for attendance. As of 1/12/23, 749 out of the 766 enrolled children have been screened through SJUSD Health Department, utilizing current COVID mitigation processes. During these in person screenings, due to the diligent process that was created to protect the staff and families, no known COVID diagnoses/ exposures from health screening appointments reported. Additionally, SJUSD ECE successfully re-implemented toothbrushing in classrooms with COVID mitigation strategies in place. Finally, blood lead results increased from 50% to 58% obtained.

- What did not go well or as planned? What are the challenges you faced this year? Please describe. What changes or adaptations did you make to address these challenges?

  Current data shows that Dental exams decreased from 70% to 54% obtained. Health staff worked to continue to follow up until requirements are complete, however sickness and staff absences made tracking and follow up very difficult. Additionally, the Health Intermediate Clerk Typist (ICT) was absent due to a long-term medical leave. SJUSD is currently hiring and creating systems for backups in the cases of long absences.

- Describe how your program will, in partnership with parents, meet the oral health, nutritional, and mental health and social and emotional well-being, and health status and care needs of children that are developmentally, culturally, and linguistically appropriate and support each child's growth and school readiness. Include how your program will ensure up-to-date child health status, ongoing care, and timely follow-up care.

  SJUSD, in conjunction with parents and community partnerships, work to ensure all children were kept up-to-date for preventative care according to the current pediatric periodicity table in both health and dental. All health/nutritional histories, physical exams/well child checks, dental exams, and immunization records have been reviewed for all students. The health team monitors medical and dental insurance status, as well as medical and dental home status. Any areas where the child was not up-to-date, the parent is given education, resources, or other assistance as needed; in preferred language if available or through the use of the interpreter line. The child's status is tracked both in the Child Plus software system and on tracking sheets by health assistants and monitored by credentialed school nurses. Reminder calls, letters, emails and other resources were sent to the caregivers if a child was not up-to-date. The health team follows up with any students that have abnormal screening results. For any student that had a special health need, a Health Care Plan was put in place and classroom staff are trained on the needs of the student. Forms and information are provided in multiple languages and interpreting services were available as needed. The health team works in collaboration with SETA and the Health Advisory Committee to find solutions for any challenges in receiving preventative screenings within the community.

For mental health and social and emotional well-being, describe how a program will provide mental health consultation services in partnership with staff and families.

The COVID-19 pandemic has impacted the mental health, and social and emotional well-being of children, their families, and our staff. When teachers initiate student referrals to our mental health therapist, a meeting is held to discuss concerns. The mental health therapist then observes the child in the classroom, and at the follow up meeting, provides teachers and families strategies and guidance to address the behaviors. Some families have play based appointments or counseling. Outside referrals are made if needed. The mental health therapist also holds parent trainings to address challenging behaviors. Finally, the mental health therapist is often invited to and attends parent-teacher meetings and IEPs and has facilitated professional learning to support staff with recognizing and focusing on personal social-emotional needs.

Family and Community Engagement *(1302 Subpart E)*

- What is going well in your program for this year 2022-2023? Please cite 3 data points or other source of information to illustrate why it is going well (for example, number of completed FPAs, number of community partnerships, percentage of families using ReadyRosie).

  This year SJUSD ECE has increased the family engagement with ReadyRosie parenting curriculum. The ReadyRosie usage has increased from 34% last year to 51% this year which is much closer to the 5-year goal of 60% usage. This is due to actively checking in with teachers to make sure they are updating their rosters and the automated weekly playlists that have been sent out. Additionally, SJUSD ECE is building new and stronger relationships with internal district departments and outside organizations. SJUSD ECE has initiated a partnership with SCOE and their Project Teach 0-5. Project Teach 0-5 offers many resources for parents that SJUSD will be sharing with parents as needed and continued partnership ensures up to date information on all supports offered. The Family Engagement content specialist is now attending district wide meetings monthly meetings with the FACE department. During these meetings various departments collaborate on resources. Individual meetings between FACE and ECE have also occurred throughout the year building up a strong relationship. Finally, SJUSD ECE is supporting families with even more resources than last year. ECE is partnering with the Underground clothing store, which assists families who are experiencing housing insecurities, with clothing. ECE has also collaborated with Sunrise Food Ministry to get food support to enrolled families on a daily and weekly basis depending on the need and emergency level. SCWs drive over and pick up food for the families based on family size.

- What did not go well or as planned? What are the challenges you faced this year? What changes or adaptations did you make to address these challenges?

  One of the challenges that SJUSD ECE faced this year was the hiring of a new Content Specialist for the Family Engagement Content. Time is needed to learn this extensive role. Also, even though the content specialist is working directly with teachers, there is still some disconnect with how efficiently students are added to student rosters, so that parents can access the ReadyRosie curriculum. SJUSD ECE will be working to streamline adding students to student rosters upon enrollment in the program. SJUSD ECE will also provide more detailed and extensive training in the beginning of the 2023-24 school year for teachers. Videos or presentations will also be developed to help parents and families learn how to access all the resources that ReadyRosie provides. SJUSD ECE adapted to these challenges by uploading the Child Plus rosters to ReadyRosie so that families would have access to the resources and continue to resend ReadyRosie invites to families that are pending.

- Describe key program strategies for building trusting and respectful relationships with families and for providing program environments and services that are welcoming and culturally and linguistically responsive to families, including those specific to fathers.

  SJUSD ECE is build trusting and respectful relationships with families starting at the very moment families begin to register with the program. AFSTs meet with families for as long as it takes to help them with all the paperwork they need to register. During screening parents connect with a SCW who reviews their needs and interests with them and supports them with any emergency needs. Health staff provide helpful information to families regarding creating medical homes (home that provide well-check doctor and dental visits on a regular basis) and a certified staff member helps them

evaluate their child with the ASQ. When a family is ready to start they receive a welcoming phone call from the teacher to invite them to the parent orientation and schedule the home visit. SJUSD ECE also invites families to volunteer in the classrooms. Teachers specifically invite parents to come and visit the classroom to share about their culture. More training will be provided for teachers and parents on successful strategies for celebrating a variety of cultures in the classroom. Teachers create welcoming environments and provide resources that families can easily access in the Parent Family Community Engagement (PFCE) binder. SJUSD ECE provides resources in families' home languages. Additionally, there is a language line or SCRA if teachers need help translating a parent conference or need assistance with communicating with the family. Bilingual Instructional Assistants (BIA) are available to the classrooms to help children feel welcomed in their own language and to help teachers communicate with parents. Finally, one SCW is attending the 24th Annual Family and Fathers International/National Conference this year to bring back new strategies for engaging fathers.

- Describe engagement activities to support parent-child relationships, child development, family literacy, and language development including supporting bilingualism and bi-literacy.

  SJUSD ECE held two Fall Language and Literacy festivals in the month of October where families were invited to attend. There were many resources available for families, such as food and free vaccination opportunities with the ELICA mobile. Families were also provided many free materials such as children's books in multiple languages and clothing in a variety of sizes. The families had the opportunity to participate in community activities such as games, face painting, arts and crafts, picking a pumpkin at the pumpkin patch, and taking family pictures in the pumpkin patch. A librarian hosted story time on the grass. Kona Ice was also invited as a treat for the students and families and in order to get information about Head Start to local businesses. The FACE department also had their resource mobile with lots of resources to support families such as upcoming FACE events as well as giveaways.

  In regards to specific programs, The EHS Home-based socializations have been scheduled strategically at all the libraries within the SJUSD boundaries in order to demonstrate to families what resources and activities their local libraries have for them and their children. Additionally, Home-visitors bring books once a week to share with their families. In the EHS centers, parents are encouraged to take books home and read them to their children. Books are also read to children throughout the day. In the HS programs, story time is integrated into the daily schedule and a library center is utilized every day where children can explore books with each other, on their own, or with an adult.

  Bilingualism and bi-literacy are supported by our BIAs who are able to support students and families in their native languages and read with students in the classrooms.

- How are you utilizing ReadyRosie to engage families?

  Currently the teachers talk to families about ReadyRosie during the orientation. The families sign up and the Family Engagement Content Specialist sends out ReadyRosie playlists to all families that are enrolled once a week. The content specialist checks the pending invites monthly and makes sure the invites are resent if they are pending. Also, teachers were given a message to include in their monthly family newsletters to make sure that families are aware of the ReadyRosie program as well as what an amazing tool it is for parent education.

- What are your program strategies for family partnership services, including conducting the family assessment and family partnership process and aligning activities to the Parent, Family, and Community Engagement Framework outcomes?

  In an effort to reach all families the SCWs use a variety of communication strategies such as texting, emailing, phone calls, and in person meetings. By individualizing the communication method each family feels most comfortable with, the SCW is working to build a trusting relationship and make sure that families' needs are being met. The SCWs work directly with the teachers and Family Engagement Content Specialist to make sure that appropriate resources are provided to parents for each month. A schedule has been created by the Content Specialist to make sure all the PFCE outcomes are covered throughout the year. The SCWs also present on various topics during the Policy Committee meetings. SJUSD ECE always works to communicate with families in their preferred language by using SCWs, teaching staff, BIAs, SCRAs, and the language line. Families receive resources about events that are happening in the community as well as health and wellness resources. SCWs work with families throughout the year to align their goal with the PFCE outcomes provide resources to make sure they are set up and empowered to achieve their goals.

- How do you track progress toward individual family goals and needs?

  Family Goals are tracked electronically through a Google form and Child Plus. The Google form is uploaded to Child Plus as an event and updates on the event are provided throughout the year. SCWs continually follow up with families and their goals, which allows families to continue to self-reflect to see if they need additional support or need to shift their goals to better meet their family needs.

  In the EHS Home-based program families discuss goals during their weekly visits and the family goals are integrated into the visit plans that the visitor and parent build collaboratively.

- Provide a few examples of community partnerships that facilitate access to services or resources in the community that are responsive to family partnership goals and children's needs. Identify any challenges to necessary partnerships and how the program plans to address those challenges.

  SJUSD ECE is partnering with SCOE's Project Teach, which assists the 0-5 ages that are experiencing housing insecurities. The content specialist and SCWs are part of the monthly meetings that Project Teach 0-5 puts on to help our families that may be experiencing housing insecurity. These meetings provide us with resources to support our families. SJUSD ECE has a strong collaboration with the district's clothing store called the Underground clothing store, where families within our district can go and shop twice a year and get clothing, shoes, bags and coats. SJUSD ECE is also working on building a relationship with the SJUSD Intervention/Prevention Attendance Improvement Program/SARB to bridge the gap between ECE and TK-12. Both departments are working to help the unhoused receive resources and support and help families work through issues that cause chronic absences. SJUSD ECE has also collaborated with Sunrise Food Ministry to get food support to our families on a daily or weekly basis depending on the need and emergency level. SCWs drive over and pick up food for the families based on family size.

Services for Children with Disabilities *(1302 Subpart F)*

- What is going well in your program for this year 2022-2023? Please cite 2 data points or other source of information to illustrate why it is going well (for example, percentage of children referred for IDEA services, number of children with IEP/IFSP).

  As of February, SJUSD ECE currently has 81 students enrolled in the program with open IEPs and 3 open IFSPs. With more IEPs in progress in the Special Education Department to be finalized and updated in Child Plus. Four preschool classroom teaching teams are going through Teaching Pyramid (TP) training and certification to help provide and implement positive behavior support for their students. Training will be completed in May 2023. The TP strategies are working well in the classrooms of the teachers who have been trained. As a result of TP training, teachers are now effectively using visual schedules, Positive Descriptive Acknowledgments (PDAs), and clear and concrete expectations through visual tools. Disabilities Content Specialists supported many families individually through the San Juan Central enrollment and IEP process.

- What did not go well or as planned? What are the challenges you faced this year? Please describe. What changes or adaptations did you make to address these challenges?

  13 inclusion classrooms serving 65 students, have been reduced down to nine classrooms serving 40 students. Due to the limited number of available HS waivers, there are a limited amount allotted to inclusion students who do not meet the income eligibility guidelines. Currently only allowed 120 total waivers are allowed for the program year and SJUSD has exceeded that in the past due to COVID. SJUSD ECE is trying to get the number of waivers back to the original 10% after many additional waivers were approved during COVID. This has made it extremely difficult to fill the inclusion classrooms, as half those students could not get in on a waiver. Also, the district created 10 half day, blended preschool inclusion programs which is great for these students, but it's pulling from Head Start enrollment as well. SJUSD ECE has given the remaining open inclusion spots back to the general ed enrollment students, in order to keep classrooms from being under enrolled. The inclusion spots are also not getting filled due to the excessively long assessment process through the district.

  Enrollment has also been very difficult for families in the district who have a child that needs a special education assessment due to not passing the initial screener. Enrollment is completed online and families who are in need of language support are having difficulty navigating the website. In an effort to support this process and address this challenge, the Disabilities Content Specialist started meeting with these families who need a referral, one-on-one.

- Describe how your program will ensure the full participation in program services and activities for enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA and those who already have an IFSP or IEP.

  SJUSD ECE inclusion preschool programs currently includes 40 slots reserved for children enrolling with IEPs. Each of the nine classrooms has one general education teacher, one part-time special education teacher, one full-time teacher assistant and one full-day Instructional Aide (IA). These inclusion slots are reserved for students who qualify for certain special education only programs. These students are identified as special needs students but have their developmental needs met by

enrolling in ECE general education inclusion preschools that are play based.

These students have milder to moderate developmental delays. These delays may include, but not limited to, Autism Spectrum Disorder, speech delay, physical impairments or other cognitive delays. The special education teacher and IA will be in the classroom to work with the inclusion students on meeting their IEP goals and help build students' school readiness skills. These additional staff will lower the teacher-child ratio in full-inclusion classrooms.

All services for preschool children are provided on site, during child's class time. Services are logged and submitted monthly to the Disabilities Content Specialist. The Monthly Special Education Update form is also completed by the general education classroom teacher each month on Google Docs. This form includes information for the content specialist listing children enrolled with IEPs and any children in the process of referral and the outcome as the screening and assessment are performed.

- Describe how your program will ensure the individualized needs of children with disabilities are met, including how the program will collaborate with and help parents in the process and how the program will coordinate and collaborate with the local agency responsible for implementing IDEA.

  SJUSD Special Education program managers and SJUSD ECE administrators, TOSAs and content specialist will meet bi-monthly to discuss issues in the inclusion classrooms and plan for professional development and training needed for staff. All preschool general education teachers will be invited to the IEP meetings. When a teacher cannot attend, they will be able to give input through a feedback questionnaire on the child's strengths and any areas of concern within the classroom. Teachers will individualize for all students documenting evidence on lesson plans and using the child's IEP goals to guide the individualization.

Transitions *(1302 Subpart G)*

- Describe strategies and practices to support successful transitions in:

i. Transitions to and from Early Head Start;

When a child is ready to transition to the center-based option from home-based, collaboration occurs that includes the home-based teacher, center-based teacher, the AFST and the SCW to aid the family in the transition. The Home-Based teacher works with the AFST to ensure that all the paperwork has been completed. The SCW attends the parent orientation led by the center-based teacher when all paperwork is finalized and confirmed by the AFST. SJUSD ECE continues to utilize "Transition Plan to Preschool" with teachers and families to ensure parent participation in decision making. The plan begins when students are 30 months old. Families select a Head Start classroom. The Transition Plan is aligned with grantee policy and Head Start Program Performance Standards (HSPPS). It ensures all efforts have been made to transfer EHS students into the HS program. If spots are open at other sites; families on waitlists are offered enrollment at the open site. The AFSTs, teachers, and family communicate to determine if other locations or programs will be acceptable to the family, if the first choice is not available.

ii. Transitions from Head Start to kindergarten; and

To ensure HS children have a smooth transition into kindergarten, Education and Disabilities Content Specialists collaborate with Elementary Early Learning TOSAs to learn what kindergarten teachers are looking for from students transitioning to kindergarten. Transition resources are available for teachers on the ECE website for teachers to share with their families to prepare for transition to kindergarten. Articulation Cards, which are documents created by preschool teachers to inform the kindergarten teacher of the preschooler's progress are available in a digital format for easier accessibility and collaboration between the preschool and kindergarten teachers. Families also have the opportunity to attend First 5 School Readiness Summer Camp Academy to further increase kindergarten readiness. Those families also have the opportunity to attend a transition to kindergarten parent meeting held by First 5 Summer Camp Academy Teachers.

iii. Transitions between programs.

SJUSD ECE supports families that are transitioning into a different program by meeting with the families and providing resources about transitioning, enrollment, and the new program they will be enrolling in. There are many resources available on the ECE website that teachers, AFSTs, and SCWs can share with families. SJUSD ECE works collaboratively with SETA to make referrals, check space availability, and support the transition process

Services to Enrolled Pregnant Women *(1302 Subpart H)*

FOR EHS PROGRAMS ONLY

- Describe how your program facilitates access to a source of ongoing care for enrolled pregnant women that do not have existing access to such care.
  Pregnant women enrolled in the SJUSD Early Head Start Home-Based Program receive information from their Home-Based Teachers (HBT) and/or health staff about accessible health care, and health-related community resources and events. If they do not have existing access to care, follow up by the HBT and referrals to care providers are provided as needed to ensure primary health care. The program emphasizes to mothers, fathers, partners, and other relevant family members the importance of ensuring they have their own healthcare providers, and assists parents in obtaining health care services. The ECE Health Team and SCWs review prenatal history, nutrition screening for pregnant or lactating women, and post-delivery information and refer families to community service agencies as needed.

- Describe your program's strategy to provide prenatal and postpartum information, education, and services such as those that address fetal development, nutrition, risks of alcohol and drugs, postpartum recovery, and infant care and safe sleep practices.
  Prenatal and postpartum information and education is provided starting at the Early Head Start Orientation for all newly enrolled pregnant parents, through a specific additional set of orientation materials that covers all required topics. In addition, EHS HBTs provide prenatal and postpartum information and education for all expectant mothers and families through a research-based curriculum, Parents as Teachers (PAT) and supplementary activity-focused materials from Partners for a Healthy Baby (PHB) which both address important topics such as: improved prenatal health, healthy birth outcomes, bonding and attachment, positive parenting, enhanced child health and development, fetal development, brain development, nutrition, the risks of alcohol and drug use, postpartum recovery, and infant care and safe sleep practices. Families are offered a newborn visit with the ECE School Nurse, and visits are scheduled within the first two weeks after an infant's birth to offer support and identify family needs. As needed, the HBT refers families to community agencies for car seat classes and low-cost car seat assistance. HBT provides home visits and resources to enrolled prenatal and postnatal mothers, fathers, partners, and other relevant family members. One of the resources included in the home visit is a postpartum depression screening. Socialization events that support the social-emotional well-being of the family, promote responsive caregiving, and support father engagement, are held regularly.

- Describe how your program's family partnership services includes a focus on factors that influence prenatal and postpartum maternal and infant health, includes other relevant family members, and support the transition process.
  HBTs engage the enrolled pregnant women and other relevant family members in discussion of important factors that influence maternal and infant health, and use curriculum and supplementary resources to promote and support positive outcomes. In addition, the Home-Based teachers review the various program options and support services for the newborn with the pregnant mom and other

relevant family members as part of the FPA goal-setting process. As needed, the HBTs consult with the SCWs to provide additional resources and services that promote maternal and infant health. This accommodates the individualized needs of the family, and ensures that the newborn receives enriching early child development services and the family has the support services necessary to promote healthy family development.

Section B – Governance, Organizational and Management Structures

Governance Structure *(45 CFR Part 1301 and Section 642(c)-(d) in the Act):*

Provide updates to the following areas. If changes were made, describe the rationale for the changes such as new data from an updated community assessment, on-going oversight or from using data for continuous improvement as described in 1302.102(b)-(c). ***If no updates or changes have occurred, include a sentence to that effect.*** Where applicable, describe any **challenges** in these areas and how the program is working to address those challenges.

1. Governance *(1301.2(b)(2) and 1301.3(c)(2))*

When providing updates to **Processes**, include examples of the governing body and policy council using key program information to conduct its responsibilities. Also, include examples of parent committees informing program policies, activities, and services.

Due to the end to the state of emergency, Policy Committee meetings will now be held in person each month. Additionally, we will offer families the ability to join the live in-person meeting via zoom if they have any transportation issues. This was a request by some parents who shared they would not be able to come to a live in- person meeting. Closed session will occur in a separate room with in-person representatives and those on zoom and members will approve new hires. Families receive the agenda and supporting informational packet electronically and through the mail. Classroom Parent Committees have elected 29 representatives. The Policy Committee has elected all of their officers and is meeting regularly with the Executive committee, PDM committee, Budget committee, and the By-Laws committee. These committees have reviewed and given feedback to the by-laws, budget, and proposed program changes

2. Human Resources Management *(1302 Subpart I)*

Describe how your program is addressing the new requirement on COVID-19 vaccination including procedures on granting accommodation/exemptions based on an applicable Federal law.

SJUSD ECE Staff has access to free vaccination clinics and the option to send a medical or religious exemption. Once the exemption letter was approved staff were expected to provide weekly COVID-19 test results that will be tracked by SJUSD Primary Health site. SJUSD had three Administrators that offered regular testing on sites twice a week as well as SJUSD having three testing sites Monday through Friday. All staff that are paid from HS funds follow through with the COVID vaccination requirements, either an exemption letter or ongoing testing.

On September 16, an additional update was provided bu SJUSD to all employees: The California Department of Public Health (CDPH) has announced the **Aug. 11, 2021 State Public Health Officer Order** for school workers will be lifted, effective **Sept. 17, 2022**. Employees and others who provide services to schools including vendors and volunteers who are not fully vaccinated, or choose not to verify their vaccination status, are no longer required to test for COVID-19 on a weekly basis."

Due to union requirements and contracts, SJUSD ECE no longer requires weekly testing.

3. **Program Management and Quality Improvement** *(see 1302 Subpart J)*

When providing updates, include pending corrective actions from ongoing oversight and any new procedures that prevent recurrence of previous quality and compliance issues, including previously identified non-compliances/deficiencies, safety incidents, and audit findings.

The following are updates that occurred this school year as a result of the Monitoring for Compliance and Quality Improvement (MCQI) review in the Spring of 2022 and ongoing self-assessment practices within our Program Design Committee and leadership meetings:

1) Hiring of an interim administrator has ensured that the ECE Program manager can focus on short term and long-term program improvement planning more effectively.
2) Additional procedures for on-boarding of new staff have been created that ensures all licensing files for all new staff and subs are up to date.
3) During unannounced visits, administrators observe supervision and ratios and also check for particular safety issues identified in the MCQI review, such as hazardous materials, transitions, and bathroom supervision.
4) Many trainings have been added to the professional development schedule around environmental safety and supervision. The "Sweep" method was modeled and reviewed in various ways during the beginning of the year teacher trainings.
5) As a direct result of the collaboration with the safe environment consultant from SETA who provided specific feedback on facility updates a spreadsheet has been created to work with the Maintenance and Operations (M&O) department. Work orders were created based on the spread sheet and M&O has 30 days to complete the work.
6) Bi-monthly meetings are occurring with AFST staff to ensure Child Plus data is accurate and consistent and up to date.

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2023-2024 (YEAR 4)

Note: Please refer to your Program Narrative from last year for additional details on each category. Address any changes or challenges to last year's responses and rationale for those changes.

Staff Qualifications

Provide a summary of qualifications for teaching staff as follows:

Head Start

	Total Number	**Permit**	**AA Degree1**	**BA Degree1**	**Masters or Higher**
Teachers	40	39	4	30	6
Associate Teachers/Teacher Assistants	40	8	3	7	1
Home Visitors	0	0	0	0	0

1 In ECE or related field

Early Head Start

	Total Number	**Permit**	**AA Degree1**	**BA Degree1**	**Masters or Higher**
Teachers	20	20	9	7	1
Associate Teachers/Teacher Assistants	0	0	0	0	0
Home Visitors	7	7	0	5	2

Section C– Program Goals

1. Please use the **Goals and Objectives Excel spreadsheet** to write in detail the outcomes for this current year 2022-2023 and the changes/updates for 2023-2024. **Please note that next year will be the 4th of 4-year grant period (shortened due to consolidation with EHS-CCP).**

Please see Goals and Objectives Documents.

2. **School Readiness Goals**: Progress Report

Please report on the progress of children and the program towards achieving school readiness in each of the five domains. New for this year, we will be reporting on ELL students' progress.
Provide specific examples as appropriate.

Delegate Agency Preschool DRDP Data						
Domain	**Fall 2022** *% of children rating in the **top 2 levels** of the DRDP (Building later and Integrating)*		**Winter 2023** *% of children rating in the **top 2 levels** of the DRDP (Building later and Integrating)*		**Percentage of Growth**	
	Among English-Only	Among English Language Learners	Among English-Only	Among English Language Learners	Among English-Only	Among English Language Learners
Approaches to Learning	15%	13%	28%	28%	+13%	+15%
Social-Emotional Development	16%	10%	30%	29%	+14%	+19%
Language and Literacy Development	15%	11%	32%	26%	+17%	+15%
Cognition, Math and Science	10%	7%	22%	23%	+12%	+16%
Physical Development	29%	26%	48%	46%	+19%	+20%

School Readiness Goals: Program Implementation

Ø *How are you using DRDP child assessment data and other data (CLASS and ECERS/ITERS) to support children in each of the 5 domains? Please describe the approaches and strategies used.*

DRDP data is used to plan for whole and small group individualization of students. CLASS scores are shared with the teacher & TOSA which allows the TOSA to coach and work with teachers individually on areas they need support or work in to improve their skills and classroom environment. Teachers also use the developmental screeners (ASQ & ASQ:SE) results to help individualize for students the first 60 days until their first DRDP assessment.

Ø *What specific strategies are you implementing to support ELL students?*

Ø *Provide specific examples using the chart below.*

Domains	Key Findings in the Data	How did the Program respond to the data?
Approaches to Learning	When looking closer at the data it shows that SJUSD ECE had the least amount of growth, 11%, from fall to spring in Alt-Reg 5: Self Control of Feelings and Behavior. This is an area with a high concern for children still coming out of the pandemic. This is also consistent with the growing number of referrals for children with social emotional concerns.	Early Childhood Special Education Teaching Team presented and trained at an optional preschool staff PD in October 2022. The training consisted of inclusion tools for the classroom and a chance to ask the special ed team questions. Teaching Pyramid cohort consisting of 4 teaching teams (teacher and assistant) will be completing their training May 2023. This will bring the total number of teaching teams trained to 13. There is still discussion on offering training during the summer or after hours on Saturdays. For those high need sites, extra staff was provided to help reduce ratios and provide more 1:1 support for those students. SJUSD ECE also looked at reduction of schedule for some of those students to gradually work up to full day attendance. Enrollment was also placed on pause for some classrooms until some of the behaviors were under control or until referrals and assessments with special ed for IEP's were complete.
Social-Emotional Development	With a 21% growth in SED 5: Symbolic and Sociodramatic Play, and SED 4: Relationships and Social Interactions with	We are continuing to see the impacts of the pandemic on our youngest learners so staff this year focused on building strong

	Peers with a 18% growth from fall to winter, SJUSD ECE can see that our students are starting to form and build those relationships with each other. Then digging even deeper looking at just our 5-year-olds they had a 16% growth in SED 4 and 20% growth in SED 5. This is so important for our children who will be entering kindergarten next year, to be able to build relationships with their peers, especially through play.	relationships, giving children ample opportunities to interact and play through extended periods of choice time, within their daily classroom schedules.
Language & Learning	Our preschool classrooms are filled with rich language environments, and it shows in our DRDP growth, especially for our students who are English Language Learners (ELL). From fall 2022 to winter 2022-23, Integrated English ratings jumped significantly for ELD measures 1-4. For *ELD 1, Comprehension of English (Receptive English)*, 124 students were integrating in the fall and jumped to 165 in the winter. For *ELD 2, Self-Expression in English (Expressive English),* 99 students were integrating in the fall and 133 were rated there in the winter. For *ELD 3, Understanding and Response to English Literacy Activities,* 72 students were integrating in the fall and in the winter 118 were rating there. For *ELD 4, Symbol, Letter, and Print Knowledge in English*, this showed the most growth with 56 students rated at integrating in the fall and 115 in the winter.	Seven Bilingual Instructional Assistants (BIA) that support Spanish, Arabic, and Farsi/Dari BIA's support classroom instruction at circle time, small group, 1:1 and throughout the classroom to work on child interactions with peers and adults.
Cognition	The least amount of growth for our English Learners was in the area of cognition, math & science with just a 12% increase.	All preschool teachers were allotted $500 dollars per classroom to spend at Lakeshore Learning on classroom materials to enhance student learning. The safe environments content specialist ordered various classroom materials in fall 2022, covering multiple developmental areas, with many supporting math and science. Teachers were able to "shop" at will for these materials over a three-month period at the beginning of the program year. They had no budget limit for these materials.

Physical Development	PD-HLTH 2: Gross locomotor movement skills and PD-HLTH 3: Gross motor manipulative skills were very close in the amount of growth from fall to winter. At 19% and 20% this reaffirms SJUSD ECE are providing ample opportunities for children to build on those motor skills. PD-HLTH 10: Nutrition had only a 7% increase from fall to winter. This is consistent with the amount of failed dental exams documented in Child Plus which is 13%. Health team notes in student files indicate some of these students were still drinking from a bottle or sippy cup, or had poor eating habits at home eating lots of processed and sugary foods.	Cal Fresh has been scheduled every Wednesday mornings, during our screening time, for families to sign up and take advantage of the services offered. During the meals, teachers model good eating habits by talking about the different components of the meals and eating the vegetables, fruits, and other components provided.
English Language Learning	When comparing our DLL students on measure ELD 9: Symbol, letter and print knowledge in English with our none DLL students on measure LLD 9: letter and word knowledge, they are almost growing at the same pace. Our ELD students grew 11% and our non-ELD students grew 15%.	To continue to help support the growth of language in the classroom, GLAD strategies will begin to be implemented and trained for the 2023-24 school year. The San Juan GLAD cohort group will be completing certification late spring 2023.

SJUSD 2023-2024 Student Slots	
Classroom	
Early Head Start	
GENERAL DAVIE IT/CCTR Rm 4	8
GENERAL DAVIE IT/CCTR Rm 5	8
MARSHALL IT / CCTR Rm 10	8
MARSHALL IT / CCTR Rm 11	8
ENCINA IT CENTER Infant U2	8
ENCINA IT CENTER Toddler U5	8
MERAKI/FAIR OAKS IT CNTR RM 21 Infant	8
MERAKI/FAIR OAKS IT CNTR RM 21 Toddlers	8
SAN JUAN IT CENTER N1 Infant	8
SAN JUAN IT CENTER N2Toddlers	8
Home Based	
ANASTASSIA DELIIVANOVA (12)	12
BEDA HER (12)	12
MARIA DUMA (12)	12
HB JERI (12)	12
HB KELLY WILLIAMS (12)	12
LAVAUGHNNA CARTER (12)	12
HB SONIA MARTINEZ (12)	12
TOTAL Early Head Start Student Slots	164

Head Start	
WRAP	
CHOICES/Mitchell 19 WRAP	24
COYLE WRAP	24
DAVIE RM 1 WRAP	24
DAVIE RM 2 WRAP	24
DAVIE RM 15 WRAP	24
DAVIE RM 16 WRAP	24
ENCINA U3 WRAP	24
GARFIELD RM KB WRAP	24
GARFIELD RM KA WRAP	24
GRAND OAKS RM 6 WRAP	24
HOWE RM J2 WRAP	24
HOWE RM J6 WRAP	24
HOWE RM J7 WRAP	24
KINGSWOOD RM 19 WRAP	24
MARSHALL RM 2 WRAP	24
MARSHALL RM 3 WRAP	24
MARSHALL RM 4 WRAP	24
MARSHALL RM 8 WRAP	24
R RICHARDSON RM 3 WRAP	24
SKYCREST RM C1 WRAP	24
SUNRISE RM 1 WRAP	24
SUNRISE RM 2 WRAP	24
	528
Duration	
ARLINGTON HTS RM 6 Duration HS	20
COTTAGE B2 Duration HS	20
DAVIE RM 18 Duration HS	20
DAVIE RM 14 Duration HS	20
DAVIE RM 17 (Previously WRAP)Duration HS	20
DAVIE RM 19 Duration HS	20
DAVIE RM 21 Duration HS	20
DYER-KELLY Port Duration HS	20
ENCINA U4 Duration HS	20
HOWE RM J1 (Previously WRAP)Duration HS	20
KINGSWOOD RM 18 Duration HS	20

LICHEN RM D4 Duration HS	20
MARSHALL RM 7 Duration HS	20
PASADENA RM 25 Duration HS	20
R RICHARDSON RM 2 Duration HS	20
R RICHARDSON RM 1 Duration HS	20
SKYCREST RM C2 (Previously WRAP) Duration HS	20
SUNRISE RM 4 Duration HS	20
Duration Slots	360
Total Head Start Student Slots	888

Acronyms

AFST - Admissions and Family Services Technician

What is an AFST?

Admission and Family Services Technicians are classified personnel with the following job characteristics—

CHARACTERISTICS OF THE CLASS:

Under general supervision, the Admissions and Family Services Technician is responsible for the enrollment and registration of students, requesting student records, transcripts, and permanent records, entering student data into the district's student system and performing a wide variety of special and technical clerical tasks unique to the Admissions and Family Services Center; performing related duties as assigned.

ASQ - Ages & Stages Questionnaires

What is ASQ?

An ASQ is known as an Ages and Stages Questionnaire. It is a screening tool that can be used to screen infants and young children for delays during the crucial first five years of life.

BASIC – Base Budget

Base Budget is used to help cover program personnel, fringe benefits, supplies, indirects, as well as other program expenses.

CACFP – Child Adult Care Food Program

What is the purpose of CACFP?

The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating childcare centers, daycare homes, and adult daycare centers.

CCTR – General Child Care and Development Program

What is CCTR in child care?

The California Department of Social Services (CDSS) Child Care and Development Division (CCDD) administered applications for approximately $207 million in **General Child Care and Development** (CCTR) program funds to provide direct services for California children from birth to age three and for children that are school-age.

CDE – California Department of Education

What is the purpose of CDE?

The CDE's mission is **to provide a world-class education for all students, from early childhood to adulthood**. The CDE serves our state by innovating and collaborating with educators, schools, parents, and community partners, preparing students to live, work, and thrive in a highly connected world.

CDSS - California Department of Social Services

Who is the California Department of Social Services?

The California Department of Social Services is **one of 16 departments and offices in the California Health and Human Services Agency**. The Department is composed of more than 4,200 employees who are responsible for the oversight and administration of programs serving California's most vulnerable residents.

CSPP – California State Preschool Program

What is a CSPP?

California State Preschool Program (CSPP) is an age and developmentally-appropriate program designed to facilitate the transition to kindergarten for children ages three and four years in educational development, health services, social services, nutritional services, parent education, and parent participation.

DLL - Dual Language Learner

What is DLL?

The dual language learner is a young child generally (0-5 years old) who are learning two or more languages. This term is used to emphasize the fact that children of this age are still developing in their primary language(s) while also learning one or more additional languages.

Duration -

A Duration class is a Head Start program that has 20 children in a classroom with 2 staff (teacher and CDA). In this classroom, we have 3 to 4 special education slots for students with Individualized Education Plans (IEPs). An Early Childhood Special Education Teacher (ECSE) is assigned along with an Instructional Assistant (IA) to support the 3-4 students with IEPs.

DRDP - Desired Results Developmental Profile

What is a DRDP?

> **Simply put, the DRDP, or Desired Results Developmental Profile, *is an assessment to measure young children's learning and development.***

The state of California created the DRDP as part of their Desired Results system, a system to help improve services for children and families. More specifically, the system measures progress on six "desired results":

- Children are personally and socially competent.
- Children are effective learners.
- Children show physical and motor competence.
- Children are safe and healthy.
- Families support their child's learning and development.
- Families achieve their goals.

ECE – Early Childhood Education

What is Early Childhood Education?

At its most basic level, Early Childhood Education (ECE) encompasses all forms of education, both formal and informal. ECE serves families from pregnancy through age eight. This education is fundamental to the development of a child. It can significantly shape the later years of an individual's life.

ECERs - Early Childhood Environment Rating Scale

What is ECERs?

The Early Childhood Environmental Rating Scales is often referred to as ECERs. ECER is a tool designed to assess the process quality of early childhood environments. Process quality is what the children are directly experiencing in their program and how it has a direct effect on their development. As part of our Head Start and State grants, ECER is done every year in each of our preschool classrooms, in order to stay compliant.

EHS – Early Head Start (pregnancy - three years)

What is Early Head Start?

The Office of Head Start (OHS) helps young children from low-income families prepare to succeed in school through local programs. Head Start (HS) and Early Head Start (EHS) programs promote children's development through services that support early learning health, and family well-being.

ERSEA - "Eligibility, Recruitment, Selection, Enrollment, Attendance"

What is ERSEA?

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) tasks are some of the most important work performed by Head Start programs. ERSEA governs how programs determine eligibility, enroll children, and track attendance.

HS – Head Start (three - five years)

What is Head Start?

The Office of Head Start (OHS) helps young children from low-income families prepare to succeed in school through local programs. Head Start (HS) and Early Head Start (EHS) programs promote children's development through services that support early learning health, and family well-being.

HB – Home Based

What is Home Based?

Children and parents receive Early Head Start and Head Start services right in their own homes. Home visitors come once a week and work with parents and their children. Together, the home visitor and parents watch and think about the child. They plan ways to help the child learn using parent-child interactions, daily routines, and household materials. A small group of children, parents and their home visitors also get together on a monthly basis for group socialization.

Our Home-Based Program has 7 teachers who serve 84 families across San Juan Unified by doing weekly home visits.

ITERs - Infant/Toddler Environment Rating Scale

What is ITERs?

The ITER scale consists of 39 items organized into 7 subscales. New curriculum and program items in the revised ITER scale include: Helping children understand language; nature/science; Use of TV, video, and computer; Free play; and Group play activities. This checklist tool is to ensure safe classrooms across all ECE programs.

LDO - Locally Designed (Program) Option

What is LDO?

This is a waiver option. Programs may request to operate a locally-designed program option, including a combination of program options, to better meet the unique needs of their communities or to demonstrate or test alternative approaches for providing program services. In order to operate a locally-designed program option, programs must seek a waiver as described in this section and must deliver the full range of services, consistent with §1302.20(b), and demonstrate how any change to their program design is consistent with achieving program goals in subpart J of this part.

A program's request to operate a locally-designed variation may be approved by the responsible Health and Human Services (HHS) official through the end of a program's current grant or, if the request is submitted through a grant application for an upcoming project period, for the project period of the new award. Such approval may be revoked based on progress toward program goals as described in §1302.102 and monitoring as described in §1304.2.

(c) Waiver requirements.

(1) The responsible HHS official may waive one or more of the requirements contained in §1302.21(b), (c)(1)(i), and (c)(2)(iii) and (iv); §1302.22(a) through (c); and §1302.23(b) and (c), but may not waive ratios or

group size for children under 24 months. Center-based locally-designed options must meet the minimums described in section 640(k)(1) of the Act for center-based programs.

(2) If the responsible HHS official determines a waiver of group size for center-based services would better meet the needs of children and families in a community, the group size may not exceed the limits below:

(i) A group that serves children 24 to 36 months of age must have no more than ten children; and,

(ii) A group that serves predominantly three-year-old children must have no more than twenty children; and,

(iii) A group that serves predominantly four- and five-year-old children must have no more than twenty-four children.

(3) If the responsible HHS official approves a waiver to allow a program to operate below the minimums described in §1302.21(c)(2)(iii) or (iv), a program must meet the requirements described in §1302.21(c)(2)(i), or in the case of a double session variation, a program must meet the requirements described in §1302.21(c)(2)(ii).

(4) In order to receive a waiver under this section, a program must provide supporting evidence that demonstrates the locally-designed variation effectively supports appropriate development and progress in children's early learning outcomes.

(5) In order to receive a waiver of service duration, a program must meet the requirement in paragraph (c)(4) of this section, provide supporting evidence that it better meets the needs of parents than the applicable service duration minimums described in §1302.21(c)(1) and (c)(2)(iii) and (iv), §1302.22(c), or §1302.23(c), and assess the effectiveness of the variation in supporting appropriate development and progress in children's early learning outcomes.

(d) *Transition from previously approved program options*. If, before November 7, 2016, a program was approved to operate a program option that is no longer allowable under §§1302.21 through 1302.23, a program may continue to operate that model until July 31, 2018.

MCQI - Monitoring for compliance and quality improvement

What is MCQI?

The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. OHS assesses grant recipient compliance with the Head Start Program Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System gives OHS a multi-year perspective on grant recipient operations with a focus on performance, progress, and compliance. It also provides grant recipients with opportunities for continuous improvement. This system conducts off- and on-site reviews and disseminates its findings through formal monitoring reports.

PEL - Preschool/Infant & Toddler Eligibility List Form

What are PELs?

A short-hand name for a preliminary form completed by parents/guardians to determine whether they or their child prequalify for our free Infant, Toddler, and Preschool Programs. There are paper, and electronic forms, in multiple languages.

PFCE - Parent, Family, and Community Engagement

What is PFCE?

The Parent, Family, and Community Engagement framework is a road map for progress. It can be used in program-wide strategic planning, program design, and management, continuous learning and improvement activities, as well as with governing bodies and parent groups. The Framework is also useful as a professional development tool. It can help all staff members understand their role in systemic, integrated, and comprehensive PFCE, and coordinate their efforts with others.

RQT – Raising Quality Together

What is RQT?

Raising Quality Together (RQT) is **Sacramento County's Quality Rating and Improvement System**. The primary purposes of RQT are to help families identify high-quality early learning settings and assist early learning programs, directors, and staff with their efforts to provide high-quality early care and education.

SCW – School Community Worker

What is an SCW?

Each classroom is assigned a School Community Worker (SCW) who works to support families in our ECE programs. The SCW will reach out several times throughout the year to collaborate with the family. If a family needs resources for support, the school community worker will provide those resources.

SETA – Sacramento Education & Training Agency

Who is SETA?

The Sacramento Employment & Training Agency (SETA) Head Start mission is to improve the lives of low-income children by providing quality comprehensive child development services that are family focused, including education, health, nutrition, and mental health. SETA and its delegate agencies serve over 5,500 children and families each year.

Sweep -

What is Sweep?

A Sweep is when ECE staff uses active supervision. The environment is set up where staff is able to see all children in the room. Staff are positioned throughout the classroom and move with the children so that supervision is maintained at all times. When lining up to transition to another space, all staff count and recount as well as scan the room to make sure all children are accounted for and ready to transition. Staff listen and anticipate children’s behavior. Staff is aware of children who may need more help when transitioning from activities and come up with a plan to support the child. Staff is available to assist children with engaging in activities as well as redirect them when things aren’t going their way.

TOSA – Teacher on Special Assignment

What is a TOSA?

A certificated staff member with the following job description:

DEFINITION: Under administrative supervision, provide coaching and instructional support to site administrators, classroom teachers, and school sites; plan and coordinate curricular alignment in all content areas and for all grade levels; develop and deliver professional learning on a variety of cross-disciplinary topics. Teachers on Special Assignment typically work at the district level rather than at a site.

TTA – Training Technical Assistance ($33,400)

Training and Technical Assistance funds will be used for the following:

1. Conferences for both staff and parent committee representatives are budgeted in the Training and Technical Assistance (T&TA) budget. The California Head Start Association Conferences of Family Engagement, Research, Education, Health, and Management offer opportunities for staff to stay apprised of mandates, best practices, and training related to performance standards.
2. Training and Staff Development costs include:

- Teaching Pyramid to increase student social-emotional support teachers with managing classroom behaviors.

- Technology Training to increase parent skills and techniques on how to help their children navigate technology devices.

- Ready Rosie to provide ongoing training that will allow teachers and parents access to Ready Rosie resources.

- Ages & Stages Questionnaire: Social-Emotional (ASQ/SE) to provide training and support to staff to provide reliable developmental social-emotional screening for children birth to 6 years.

- Centralized Screening training to implement the redesign of the screening room procedures to be compliant with current health standards.

- Staff overtime needed for required CPR training and recertification

- Training and Support for Cultural Awareness and promoting Staff Health & Wellness

- ECE Staff Retreat is designed to include strategies to strengthen relationships among staff and the ECE support network, provide training on program developments and requirements, and inform staff of the program goals and expectations for the year.

WRAP -

What is WRAP?

A WRAP program is funded by the California State Preschool Program (state) and Head Start (federal) grants. Our WRAP classes have 24 children and 3 staff (teacher, Child Development Assistant [CDA], and Non-Instructional Student Aide [NISA]).

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 03/28/2023

SUBJECT: Sacramento Perennial Plant Club's Saul Wiseman Grant for Cameron Ranch Elementary

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

DEPARTMENT: Grants and Special Projects

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of the following grant:

• Sacramento Perennial Plant Club's Saul Wiseman Grant for Cameron Ranch Elementary School

RATIONALE/BACKGROUND:
The Sacramento Perennial Plant Club's Saul Wiseman Grant has provided funds to Cameron Ranch Elementary School to expand their campus garden by creating a pollinator garden area with native plants. Funds will be used to purchase native plants, compost, mulch, a soaker hose and plant markers. The native host plants will rejuvenate the soil, while attracting bees, birds, butterflies and beneficial insects that are endemic to the Sacramento area. Students will use this garden space to study local ecosystems and lessons will include learning about plant and insect life cycles, making a soil web, creating insect and plant guides, and holding an annual pollinator celebration.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $0.00
Additional Budget: $ 450
Funding Source: Sacramento Perennial Plant Club
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 1 and 2
Action: 5
Strategic Plan: 1 and 2

PREPARED BY: Robyn Caruso, Program Specialist, Grants and Special Projects

APPROVED BY: Trent Allen, APR, Chief of Staff TA
Melissa Bassanelli, Superintendent of Schools MB

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 03/28/2023

SUBJECT: Tobacco-Use Prevention Education Program Grant 2023-2026

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

DEPARTMENT: Grants and Special Projects

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of the following grant (if funded):

• Tobacco-Use Prevention Education Program Grant, 2023-2026

RATIONALE/BACKGROUND:
The Tobacco-Use Prevention Education (TUPE) Program Grant will provide funds to support the district's anti-tobacco education program including tobacco use prevention, intervention and cessation activities at 30 schools with the ultimate goal of reducing the prevalence of tobacco use (including vape) among students.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $992,923
Additional Budget: $915,687
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

PREPARED BY: Robyn Caruso, Program Specialist, Grants and Special Projects

APPROVED BY: Trent Allen, APR, Chief of Staff TA
Melissa Bassanelli, Superintendent of Schools MB

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-9

MEETING DATE: 03/28/2023

SUBJECT: 2021-2022 Audit Reports for Measures J, N, P and S

CHECK ONE:

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

DEPARTMENT: Fiscal Services

ACTION REQUESTED:
The superintendent is recommending that the board accept the 2021-2022 Audit Reports for Measures J, N, P and S as prepared by Gilbert Associates, Inc. (the district's independent auditor for Measures J, N, P and S).

RATIONALE/BACKGROUND:
Each year the agreed-upon procedures for Measure S and the annual financial and performance audit for Measures J, N and P general obligation bonds are conducted by the district's outside auditor. Measures J, N and P are subject to the requirements of Proposition 39, passed in 2000. These audits are for the bond funds for the year ending June 2022 and are conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States.

Gilbert Associates, Inc., has expressed its opinion, "The financial statements referred to Measures J, N and P present fairly, in all material respects, the financial position of the Measures J, N and P Building Fund of the district, as of June 30, 2022, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

As for the performance audit report, Gilbert concluded that, "Based upon the procedures performed, we found that, for the items tested, the San Juan Unified School District has properly accounted for the expenditures of Measures J, N and P General Obligation Bonds."

ATTACHMENT(S):
A: 2022 Final Measure S AUP Report
B: 2022 Final Measure J Bond Report
C: 2022 Final Measure J Prop 39 Report
D: 2022 Final Measure N Bond Report
E: 2022 Final Measure N Prop 39 Report
F: 2022 Final Measure P Bond Report
G: 2022 Final Measure P Prop 39 Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

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

Strategic Plan: N/A

PREPARED BY: Kristi Blandford, Director, Fiscal Services
Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

GILBERT
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INDEPENDENT ACCOUNTANTS REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Education
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95609-0477

We have performed the procedures enumerated below on San Juan Unified School District (District) management's assertions concerning Measure "S" ballot language and San Juan Unified School District Board of Education Resolution No. 2090 as of and for the year ended June 30, 2022. District management is responsible for evaluating assertions concerning Measure "S" ballot language and San Juan Unified School District Board of Education Resolution No. 2090.

The Board of Education has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of the engagement, which is to assist in evaluating San Juan Unified School District management assertions concerning Measure "S" ballot language and Resolution No 2090 for the year ended June 30, 2022.

A. That "Measure S Bond funds are spent only on school improvements, not on District salaries or administration."

B. That the District has continued "funding the Deferred Maintenance Program at a level of no less than $2 million annually."

C. That the District has funded "housekeeping and maintenance and operations budgets as necessary to properly maintain all District facilities."

This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users in this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and associated findings are as follows:

A. We obtained the Measure S Building Fund detailed general ledger for the fiscal year ended June 30, 2022. We applied the following procedures to this report:

   1. Recomputed subtotals and totals of the report. No exceptions noted.

   2. Reviewed the detailed general ledger for unallowable expenditures. No exceptions noted.

B. The District's Deferred Maintenance Program was funded at an amount of $2 million for the 2021-2022 fiscal year, which meets the requirement of at least $2 million annually. The $2 million was transferred from the General Fund. We agreed these totals to the District's audited financial statements for the year ended June 30, 2022. No exceptions noted.

C. On June 22, 2021, the 2021-22 Budget was adopted by the Board of Education. Included in the 2021-22 Budget is the School District Criteria and Standards Review. The standard for criterion 7 is to "confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1)." The District met this standard and fulfilled the requirement for budgeting for the Restricted Routine Maintenance Account. For the year ended June 30, 2022, the District fulfilled the requirement by transferring $16,191,321 from the General Fund Unrestricted accounts to General Fund Restricted Routine Maintenance Account. No exceptions noted.

We were engaged by the District to perform this agreed-upon procedures engagement and conducted are engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged and did not conduct and examination or review engagement, the objective of which would be the expression of such an opinion or conclusion. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the District and to meet our ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the Board of Education and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

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INDEPENDENT AUDITOR'S REPORT

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Measure J Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure J Building Fund of the District as of June 30, 2022, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure J Building Fund, and do not purport to, and do not present fairly the financial position of the District as of June 30, 2022, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 7, 2023, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

BALANCE SHEET
JUNE 30, 2022

ASSETS:	
Restricted cash and cash equivalents	$ 4,357,603
Accounts receivable	13,482
Total assets	$ 4,371,085
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 20,089
Fund balance - restricted	4,350,996
Total liabilities and fund balance	$ 4,371,085

The accompanying notes are an integral part of these financial statements.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2022

REVENUES:	
Other local sources	$ 23,885
EXPENDITURES:	
Capital outlay	3,514,941
Books and supplies	746,007
Classified salaries	101,694
Contract services and other operating expenditures	38,141
Employee benefits	32,137
Total expenditures	4,432,920
Deficiency of revenues under expenditures	(4,409,035)
OTHER FINANCING SOURCES:	
Transfers in	1,975,029
Change in fund balance	(2,434,006)
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	6,785,002
RESTRICTED FUND BALANCE - END OF YEAR	$ 4,350,996

The accompanying notes are an integral part of these financial statements.

1. ORGANIZATION AND NATURE OF ACTIVITIES

The San Juan Unified School District (the District) was established in 1960 and serves a 75-square mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. The District currently operates 65 schools and provides early learning, kindergarten through 12th grade, and adult program education to approximately 40,000 students.

These financial statements present only the Measure J General Obligation Bonds Building Fund, which is recorded in sub-Fund 23 (Measure J Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022. These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

On November 5, 2002, the electorate of the District approved the $350 million Measure J general obligation bonds with greater than 55% of the votes in favor.

- On July 31, 2003, the District issued General Obligation Bonds (Series 2003) in the amount of $46,000,000 to build, acquire, construct, and furnish school facilities. The bonds mature in 2028. The bonds were issued at interest rates ranging from 1.00% to 5.80%. With the issuance of the 2012 General Obligation Refunding Bonds in March 2012, $24,705,000 of Series 2003 Bonds were refunded.

- On August 12, 2004, the District issued General Obligation Bonds (Series 2004A Bonds) consisting of current interest bonds totaling $67,205,000 and capital appreciation bonds totaling $1,794,931 to build, acquire, construct, and furnish school facilities. The interest rates vary on the current interest bonds from 2.00% to 5.00% and mature through 2027. The capital appreciation bonds carry interest rates of 5.52% and 5.53% and mature in August 2028 and 2030. With the issuance of the 2012 General Obligation Refunding Bonds, Series C in September 2012, $37,000,000 of Series 2004A Bonds were refunded.

- On August 5, 2007, the District issued General Obligation Bonds (Series 2007 Bonds) in the amount of $70,000,000 to build, acquire, construct, and furnish school facilities. These bonds matured during 2016, and were issued at interest rates ranging from 4.25% to 5.00%. With the issuance of the 2014 General Obligation Refunding Bonds in May 2014, $47,060,000 of Series 2007 Bonds were refunded.

- On July 23, 2010, the District issued General Obligation Bonds (Series 2010 Bonds) in the amount of $55,000,000 to build, acquire, construct, and furnish school facilities. These bonds mature during succeeding years through August 2034, and were issued at interest rates ranging from 2.25% to 5.00%. With the issuance of the 2017 General Obligation Refunding Bond in March 2017, outstanding bonds matured during succeeding years through August 2020.

- On June 10, 2011, the District issued General Obligation Bonds (Series 2011 Bonds) in the amount of $10,600,000 to build, acquire, construct, and furnish school facilities. These bonds mature during succeeding years through June 2026, and were issued at interest rates ranging from 0.80% to 5.50%.

- On March 22, 2012, the District issued General Obligation Refunding Series B Bonds (2012B Refunding Bonds) in the amount of $23,190,000 to refund the District's Series 2003 bonds. The bonds mature during succeeding years through August 2028. The bonds were issued at interest rates ranging from 2.00 to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

- On September 13, 2012, the District issued General Obligation Refunding Series C Bonds (2012C Refunding Bonds) in the amount of $36,480,000 to refund a portion of the District's Series 2004A bonds. The bonds mature during succeeding years through August 2027. The bonds were issued at interest rates ranging from 2.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

- On January 13, 2013, the District issued General Obligation Bonds (Series 2013 Bonds) in the amount of $50,000,000 to build, acquire, construct, and furnish school facilities. The bonds mature during succeeding years through August 2038. The bonds were issued at interest rates ranging from 3.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

- On May 1, 2014, the District issued General Obligation Bonds (Series May 2014 Bonds) in the amount of $44,265,000 to refund a portion of the District's outstanding Series 2007 Bonds. The bonds mature during succeeding years through August 2030. The bonds were issued at interest rates ranging from 2.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

- On July 1, 2014, the District issued General Obligation Bonds (Series July 2014 Bonds) in the amount of $25,925,000 to build, acquire, construct, and furnish school facilities. The bonds mature during succeeding years through August 2032. The bonds were issued at interest rates ranging from 2.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

- On March 1, 2017, the District issued General Obligation Bonds Election of 2002, (Series 2017 Bonds) in the amount of $23,475,000 to finance specific construction, acquisition, and modernization projects. The bonds mature during succeeding years through August 2022. The bonds were issued at an interest rate ranging from 2.00% to 3.00%.

- On March 1, 2017, the District issued General Obligation Bonds Election of 2002 (2017 Refunding Bonds) in the amount of $37,890,000 to refund a portion of the District's Series 2010 Bonds. The bonds mature during succeeding years through August 2026. The bonds were issued at interest rates ranging from 2.000% to 3.375%.

- On October 29, 2020, the District issued 2020 General Obligation Refunding Bonds in the amount of $143,090,000. The bonds range in maturity date with final payoff on August 1, 2034 and interest rates ranging from 0.265% - 2.416%. The bonds were issued by the District to refund approximately $143,000,000 in callable maturities and on bonds outstanding in Refunding Series A and B, Refunding Series C, Series 2013, Series 2014 Refunding, and Series 2014. All series included in the refunding, with the exception of the Refunding Series A, were authorized pursuant to Measure J.

As of June 30, 2022, total outstanding debt related to Measure J is $55,194,932.

The Board of Supervisors of Sacramento County is empowered and obligated to annually levy *ad valorem* taxes, without limitation as to rate or amount, upon all property subject to taxation within the District (except for certain property which is taxable at limited rates), for payment of interest and principal of the Bonds when due. The District has established separate debt service funds to account for the collection and remittance of bond principal and interest payments. Additional information on the bonds' payment schedules can be found in the District's financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation – The District accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

Measurement focus and basis of accounting – Measurement focus indicates the type of resources being measured, while the basis of accounting indicates the timing of transactions or events for recognition in the financial statements. The Measure J Building Fund is a governmental fund, and has been presented using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available, and are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures are generally recorded when the related liability is incurred.

Cash and cash equivalents – For the purpose of the financial statements, cash equivalents are defined as financial instruments with an original maturity of three months or less.

Restricted cash and cash equivalents – Cash that is externally restricted to purchase or construct capital or other assets is classified as a restricted asset in the balance sheets.

Restricted fund balance – Restricted fund balance includes resources which are legally or contractually restricted by external third parties. Fund balance is restricted for capital projects of the Measure J Building Fund in accordance with the project list for the 2002 General Obligation Bonds.

Estimates used in financial reporting – In preparing financial statements in conformity with accounting principles generally accepted in the United States of America, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenditures during the reporting period. Actual results could differ from those estimates.

3. RESTRICTED CASH AND EQUIVALENTS

Cash and equivalents as of June 30, 2022, consist of the following:

Cash and equivalents with County Treasury	$	4,355,728
Cash and equivalents with fiscal agents		1,875
Total cash and equivalents	$	4,357,603

Cash and equivalents in County Treasury – The Measure J Building Fund maintains cash in the Sacramento County Treasury (the Treasury). The Treasury pools funds with those of other districts in the county and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the Treasury investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income.

The Treasury is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. and is restricted by Government Code Section 53635, pursuant to Section 53601.

Cash and equivalents with fiscal agent – Cash and equivalents with fiscal agent are held by the Treasury and represent bond proceeds restricted for capital projects.

Derivative investments – The Measure J Building Fund did not directly enter into any derivative investments. Information regarding the amount invested in derivatives by the Treasury was not available.

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2022, weighted average maturity of the investments contained in the Treasury is approximately 278 days.

Credit risk – Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The Treasury investment pool does not have a rating provided by a nationally recognized statistical rating organization.

Custodial credit risk – Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Education Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits other than the following provision for deposits: The California Government Code requires that a financial institution secure deposits that are made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amounts deposited by the public agencies.

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. The significant transfers to and from other District Funds were as follows for the year ended June 30, 2022:

Transfers in from other District Funds:

The District's County Schools State Schools Facilities Fund transferred $1,975,029 to the Measure J Building Fund as reimbursement of state matching funds from the Office of Public School Construction.

5. COMMITMENTS AND CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of the ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the Measure J Building Fund.

As of June 30, 2022, the Measure J Building Fund has approximately $1.3 million in outstanding commitments on ongoing construction contracts.

OTHER REPORT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure J Building Fund of the San Juan Unified School District (the District), which comprise the statement of financial position as of June 30, 2022, and the related notes to the financial statements, and have issued our report thereon dated March 7, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE J GENERAL OBLIGATION BONDS

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE J GENERAL OBLIGATION BONDS

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JUNE 30, 2022

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INDEPENDENT AUDITOR'S REPORT

Board of Education and Independent Citizens' Bond
Oversight Committee for Measure J
San Juan Unified School District
Carmichael, California

We have conducted a performance audit of the San Juan Unified School District (the District) Measure J General Obligation Bonds for the year ended June 30, 2022.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for the findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 2 of this report which includes determining compliance with the performance requirements for the Proposition 39 and Measure J General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution. Accordingly, we do not express any assurance on the internal controls.

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure J General Obligation Bond funds for the year ended June 30, 2022 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

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SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE J GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure J General Obligation Bonds (the Bonds) funds for the year ended June 30, 2022 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvement.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2022. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2021, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2022 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

On November 5, 2002, the electorate of the District approved the $350 million Measure J general obligation bonds with greater than 55% of the votes in favor.

On July 31, 2003, the District issued General Obligation Bonds (Series 2003) in the amount of $46,000,000 to build, acquire, construct and furnish school facilities. The bonds mature in 2028. The bonds were issued at interest rates ranging from 1.00% to 5.80%. With the issuance of the 2012 General Obligation Refunding Bonds in March 2012, $24,705,000 of Series 2003 Bonds were refunded.

On August 12, 2004, the District issued General Obligation Bonds (Series 2004A Bonds) consisting of current interest bonds totaling $67,205,000 and capital appreciation bonds totaling $1,794,931 to build, acquire, construct, and furnish school facilities. The interest rates vary on the current interest bonds from 2.00% to 5.00% and mature through 2027. The capital appreciation bonds carry interest rates of 5.52% and 5.53% and mature in August 2028 and 2030. With the issuance of the 2012 General Obligation Refunding Bonds, Series C in September 2012, $37,000,000 of Series 2004A Bonds were refunded.

On August 5, 2007, the District issued General Obligation Bonds (Series 2007 Bonds) in the amount of $70,000,000 to build, acquire, construct and furnish school facilities. These bonds mature during 2016, and were issued at interest rates ranging from 4.25% to 5.00%. With the issuance of the 2014 General Obligation Refunding Bonds in May 2014, $47,060,000 of Series 2007 Bonds were refunded.

On July 23, 2010, the District issued General Obligation Bonds (Series 2010 Bonds) in the amount of $55,000,000 to build, acquire, construct and furnish school facilities. These bonds mature during succeeding years through August 2034, and were issued at interest rates ranging from 2.25% to 5.00%. With the issuance of the 2017 General Obligation Refunding Bond in March 2017, outstanding bonds matured during succeeding years through August 2020.

On June 10, 2011, the District issued General Obligation Bonds (Series 2011 Bonds) in the amount of $10,600,000 to build, acquire, construct and furnish school facilities. These bonds mature during succeeding years through June 2026, and were issued at interest rates ranging from 0.80% to 5.50%.

On March 22, 2012, the District issued General Obligation Refunding Series B Bonds (2012B Refunding Bonds) in the amount of $23,190,000 to refund the District's Series 2003 bonds. The bonds mature during succeeding years through August 2028. The bonds were issued at interest rates ranging from 2.00 to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

On September 13, 2012, the District issued General Obligation Refunding Series C Bonds (2012C Refunding Bonds) in the amount of $36,480,000 to refund a portion of the District's Series 2004A Bonds. The bonds mature during succeeding years through August 2027. The bonds were issued at interest rates ranging from 2.00 to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

On January 13, 2013, the District issued General Obligation Bonds (Series 2013 Bonds) in the amount of $50,000,000 to build, acquire, construct and furnish school facilities. The bonds mature during succeeding years through August 2038. The bonds were issued at interest rates ranging from 3.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

On May 1, 2014, the District issued General Obligation Bonds (Series May 2014 Bonds) in the amount of $44,265,000 to refund a portion of the District's outstanding Series 2007 Bonds. The bonds mature during succeeding years through August 2030. The bonds were issued at interest rates ranging from 2.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

On July 1, 2014, the District issued General Obligation Bonds (Series July 2014 Bonds) in the amount of $25,925,000 to build, acquire, construct and furnish school facilities. The bonds mature during succeeding years through August 2032. The bonds were issued at interest rates ranging from 2.00% to 5.00%. On October 29, 2020, these bonds were refunded in part by the District's issuance of the 2020 General Obligation Refunding Bonds.

On March 1, 2017, the District issued General Obligation Bonds (Series 2017 Bonds) in the amount of $23,475,000 to finance specific construction, acquisition and modernization projects. The bonds matured during succeeding years through August 2022. The bonds were issued at an interest rate ranging from 2.00% to 3.00%.

On March 1, 2017, the District issued General Obligation Refunding Series 2017 Bonds (2017 Refunding Bonds) in the amount of $37,890,000 to refund a portion of the District's Series 2010 Bonds. The bonds mature during succeeding years through August 2026. The bonds were issued at interest rates ranging from 2.000% to 3.375%.

As of June 30, 2022, total outstanding debt related to Measure J is $55,194,932.

The financial activity related to the Measure J General Obligation Bonds is recorded in sub-Fund 23 (Measure J Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022.

PROCEDURES PERFORMED

We obtained the Measure J Building Fund detailed general ledger for the fiscal year ended June 30, 2022. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure J General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure J Building Fund detailed general ledger for the fiscal year ended June 30, 2022.

- Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls are adequate to help ensure the District's compliance with the requirements of Proposition 39.

- We determined that the Independent Citizens' Bond Oversight Committee is fulfilling its duties as required by Education Code 15278 and as outlined in their Committee Bylaws.

- We selected a sample of 20 expenditures in the fiscal year ended June 30, 2022. The sample was selected to provide a representation across construction projects, vendors, and expenditure amounts. For each selection, we performed the following procedures:

    1. Reviewed supporting documentation to ensure that funds were properly expended on the specific projects outlined on the publicized list and met the requirements for bidding, if applicable.

    2. Verified the expenditure was for construction, rehabilitation, or replacement of school facilities, including furnishing and equipping of District facilities, deferred maintenance upgrades or the acquisition or lease of real property facilities and verified that funding was not used for salaries of school administrators or other operating expenditures of the District.

The District incurred expenditures of $4,432,920 for the year ended June 30, 2022, for the Measure J projects listed in the following Schedule of Activities.

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE J GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

SCHEDULE OF ACTIVITIES

Description			June 30, 2022 Activities
Beginning Balance			$ 6,785,002
Sources:			
Interest			23,885
Other Authorized Interfund Transfers In			1,975,029
		Total Sources	1,998,914
Uses:			
Kingswood	Furniture		806,630
Skycrest	Furniture		714,103
Cameron Ranch	Furniture		668,081
Multi Site	Furniture		593,686
Sierra Oaks	Furniture		551,492
Coyle	Furniture		510,937
Program	Program		234,516
Starr King	Furniture		134,067
District wide	Tech Service Volp		108,909
Charles Peck	Furniture		88,749
Edison	Furniture		21,750
		Total Uses	4,432,920
		Ending Balance	$ 4,350,996

CONCLUSION

Based upon the procedures performed, we found that, for the items tested, the San Juan Unified School District has properly accounted for the expenditures of the Measure J General Obligation Bonds. Further, it was noted that the funds were not used for salaries of school administrators or other operating expenditures. Our audit does not provide a legal determination on the District's compliance with specific requirements.

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

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INDEPENDENT AUDITOR'S REPORT

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Measure N Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure N Building Fund of the District as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure N Building Fund and do not purport to and do not present fairly the financial position of the District as of June 30, 2022, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 7, 2023, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

BALANCE SHEET
JUNE 30, 2022

ASSETS:	
Restricted cash and cash equivalents	$ 16,456,941
Accounts receivable	32,907
Due from other District funds	6,822
Total assets	$ 16,496,670
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 72,496
Fund balance - restricted	16,424,174
Total liabilities and fund balance	$ 16,496,670

The accompanying notes are an integral part of these financial statements.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2022

REVENUES:	
Other local sources	$ 84,491
EXPENDITURES:	
Capital outlay	15,141,185
Classified salaries	208,680
Contract services and other operating expenditures	47,374
Books and supplies	32,005
Employee benefits	91,390
Total expenditures	15,520,634
Deficiency of revenues under expenditures	(15,436,143)
OTHER FINANCING SOURCES:	
Transfers in	1,079,727
Other financing sources	157
Total other financing sources	1,079,884
Change in fund balance	(14,356,259)
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	30,780,433
RESTRICTED FUND BALANCE - END OF YEAR	$ 16,424,174

The accompanying notes are an integral part of these financial statements.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

---

1. ORGANIZATION AND NATURE OF ACTIVITIES

The San Juan Unified School District (the District) was established in 1960 and serves a 75-square mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. The District currently operates 65 schools and provides early learning, kindergarten through 12th grade, and adult program education to approximately 40,000 students.

These financial statements present only the Measure N General Obligation Bonds Building Fund, which is recorded in sub-Fund 24 (Measure N Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022. These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

On November 6, 2012, the electorate of the San Juan Unified School District approved the $350 million Measure N general obligation bonds with greater than 55% of the votes in favor.

- On January 13, 2013, the District issued General Obligation Bonds Election of 2012, Series A (Series A Bonds) in the amount of $20,000,000 to build, acquire, construct, and furnish school facilities. The bonds matured during succeeding years through August 2015. The bonds were issued at an interest rate of 1.00%.

- On July 1, 2014, the District issued General Obligation Bonds Election of 2012, Series B (Series B Bonds) in the amount of $80,000,000 to build, acquire, construct, and furnish school facilities. The bonds mature during succeeding years through August 2027. The bonds were issued at interest rates ranging from 1.00% to 4.00%.

- On March 7, 2017, the District issued General Obligation Bonds Election of 2012, (Series 2017 Bonds) in the amount of $70,000,000 to finance specific construction, acquisition, and modernization projects. The bonds mature during succeeding years through August 2028. The bonds were issued at interest rates ranging from 2.00% to 4.00%.

- On January 22, 2019, the District issued General Obligation Bonds Election of 2012, (Series 2019 Bonds) in the amount of $150,000,000 to finance specific construction, acquisition, and modernization projects. The bonds mature during succeeding years through August 2031. The bonds were issued at interest rates ranging from 3.00% to 4.00%.

- On October 29, 2020, the District issued General Obligation Bonds, Election 2012, Series 2020 in the amount of $30,000,000. The bonds range in maturity date with final payoff on August 1, 2029 and interest rates ranging from 0.25% - 4.00%.

As of June 30, 2022, total outstanding debt related to Measure N is $194,140,000.

The Board of Supervisors of Sacramento County is empowered and obligated to annually levy *ad valorem* taxes, without limitation as to rate or amount, upon all property subject to taxation within the District (except for certain property which is taxable at limited rates), for payment of

interest and principal of the Bonds when due. The District has established separate debt service funds to account for the collection and remittance of bond principal and interest payments. Additional information on the bonds' payment schedules can be found in the District's financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation – The District accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

Measurement focus and basis of accounting – Measurement focus indicates the type of resources being measured, while the basis of accounting indicates the timing of transactions or events for recognition in the financial statements. The Measure N Building Fund is a governmental fund, and has been presented using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available, and are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures are generally recorded when the related liability is incurred.

Cash and cash equivalents – For the purpose of the financial statements, cash equivalents are defined as financial instruments with an original maturity of three months or less.

Restricted cash and cash equivalents – Cash that is externally restricted to purchase or construct capital or other assets is classified as a restricted asset in the balance sheet.

Restricted fund balance – Restricted fund balance includes resources which are legally or contractually restricted by external third parties. Fund balance is restricted for capital projects of the Measure N Building Fund in accordance with the project list for the 2012 General Obligation Bonds.

Estimates used in financial reporting – In preparing financial statements in conformity with accounting principles generally accepted in the United States of America, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenditures during the reporting period. Actual results could differ from those estimates.

3. RESTRICTED CASH AND CASH EQUIVALENTS

Cash and equivalents as of June 30, 2022, consist of the following:

Cash and equivalents with County Treasury	$ 6,505,078
Cash and equivalents with fiscal agent	9,951,863
Total cash and equivalents	$ 16,456,941

Cash and equivalents in County Treasury – The Measure N Building Fund maintains cash in the Sacramento County Treasury (the Treasury). The Treasury pools funds with those of other districts in the county and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the Treasury investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income.

The Treasury is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. and is restricted by Government Code Section 53635, pursuant to Section 53601.

Cash and equivalents with fiscal agent – Cash and equivalents with fiscal agent are held by the Treasury and represent bond proceeds restricted for capital projects.

Derivative investments – The Measure N Building Fund did not directly enter into any derivative investments. Information regarding the amount invested in derivatives by the Treasury was not available.

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2022, weighted average maturity of the investments contained in the Treasury is approximately 278 days.

Credit risk – Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The Treasury investment pool does not have a rating provided by a nationally recognized statistical rating organization.

Custodial credit risk – Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Education Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits other than the following provision for deposits: the California Government Code requires that a financial institution secure deposits that are made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amounts deposited by the public agencies.

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. Transfers in from other District Funds were as follows for the year ended June 30, 2022:

The District's County State Schools Facilities Fund transferred $1,079,727 to the Measure N Building Fund as reimbursement of state matching funds from the Office of Public School Construction.

5. COMMITMENTS AND CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of the ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the Measure N Building Fund.

As of June 30, 2022, the Measure N Building Fund has approximately $503,600 in outstanding commitments on ongoing construction contracts.

OTHER REPORT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure N Building Fund of the San Juan Unified School District (the District), which comprise the statement of financial position as of June 30, 2022, and the related notes to the financial statements, and have issued our report thereon dated March 7, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE N GENERAL OBLIGATION BONDS

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE N GENERAL OBLIGATION BONDS

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JUNE 30, 2022

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INDEPENDENT AUDITOR'S REPORT

Board of Education and Independent Citizens' Bond
Oversight Committee for Measure N
San Juan Unified School District
Carmichael, California

We have conducted a performance audit of the San Juan Unified School District (the District) Measure N General Obligation Bonds for the year ended June 30, 2022.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for the findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 2 of this report which includes determining compliance with the performance requirements for the Proposition 39 and Measure N General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution. Accordingly, we do not express any assurance on the internal controls.

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure N General Obligation Bond funds for the year ended June 30, 2022 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

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SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE N GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure N General Obligation Bonds (the Bonds) funds for the year ended June 30, 2022 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvements.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2022. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2021, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2022 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

On November 6, 2012, the electorate of the San Juan Unified School District approved the $350 million Measure N general obligation bonds with greater than 55% of the votes in favor.

On January 13, 2013, the District issued General Obligation Bonds Election of 2012, Series A (Series A Bonds) in the amount of $20,000,000 to build, acquire, construct, and furnish school facilities. The bonds matured during succeeding years through August 2015. The bonds were issued at an interest rate of 1.00%.

On July 1, 2014, the District issued General Obligation Bonds Election of 2012, Series B (Series B Bonds) in the amount of $80,000,000 to build, acquire, construct, and furnish school facilities. The bonds mature during succeeding years through August 2027. The bonds were issued at interest rates ranging from 1.00% to 4.00%.

On March 7, 2017, the District issued General Obligation Bonds Election of 2012, (Series 2017 Bonds) in the amount of $70,000,000 to finance specific construction, acquisition, and modernization projects. The bonds mature during succeeding years through August 2028. The bonds were issued at interest rates ranging from 2.00% to 4.00%.

On January 22, 2019, the District issued General Obligation Bonds Election of 2012, (Series 2019 Bonds) in the amount of $150,000,000 to finance specific construction, acquisition, and modernization projects. The bonds mature during succeeding years through August 2031. The bonds were issued at interest rates ranging from 3.00% to 4.00%.

On October 29, 2020, the District issued General Obligation Bonds, Election 2012, Series 2020 in the amount of $30,000,000. The bonds range in maturity date with final payoff on August 1, 2029 and interest rates ranging from 0.25% - 4.00%.

As of June 30, 2022, total outstanding debt related to Measure N is $194,140,000.

The financial activity related to the Measure N General Obligation Bonds is recorded in sub-Fund 24 (Measure N Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022.

PROCEDURES PERFORMED

We obtained the Measure N Building Fund detailed general ledger for the fiscal year ended June 30, 2022. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure N General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure N Building Fund detailed general ledger for the fiscal year ended June 30, 2022.

- Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls are adequate to help ensure the District's compliance with the requirements of Proposition 39.

- We determined that the Independent Citizens' Bond Oversight Committee is fulfilling its duties as required by Education Code 15278 and as outlined in their Committee Bylaws.

- We selected a sample of 20 expenditures in the fiscal year ended June 30, 2022. The sample was selected to provide a representation across construction projects, vendors, and expenditure amounts. For each selection, we performed the following procedures:

    1. Reviewed supporting documentation to ensure that funds were properly expended on the specific projects outlined on the publicized list and met the requirements for bidding, if applicable.

    2. Verified the expenditure was for construction, rehabilitation, or replacement of school facilities, including furnishing and equipping of District facilities, deferred maintenance upgrades or the acquisition or lease of real property facilities and verified that funding was not used for salaries of school administrators or other operating expenditures of the District.

The District incurred total expenditures of $15,520,634 through June 30, 2022, for the Measure N projects listed in the following Schedule of Activities.

SCHEDULE OF ACTIVITIES

Description	Prior Activities	June 30, 2022 Activities	Total
Sources:			
Issuance Fund 24 N	$ 350,000,000		$ 350,000,000
Interest Revenue	4,868,221	80,562	4,948,783
Premium Revenue	3,822,768		3,822,768
E-Rate Reimbursement	417,098		417,098
Other Revenue	2,517,192	4,086	2,521,278
Other Authorized Interfund Transfers In	15,235,892	1,079,727	16,315,619
Total Sources	376,861,171	1,164,375	378,025,546
Uses:			
Dyer Kelly New Construction	47,211,440	25,000	47,236,440
Greer Full Site Renovation	40,655,084		40,655,084
Del Campo New Construction	28,651,024	6,715,879	35,366,903
Mira Loma New Construction	27,412,075	1,349,822	28,761,897
Casa Roble New Construction	24,322,485	1,486	24,323,971
El Camino New Construction	16,783,170		16,783,170
Citrus Heights New Construction	14,699,015		14,699,015
Rio New Construction	13,419,102		13,419,102
Measure N Program	10,751,469	276,428	11,027,897
Multi Site Tech Service	10,984,360		10,984,360
Encina Outdoor Learning	10,149,809	81,810	10,231,619
Mira Loma Outdoor Learning	9,153,283	65,442	9,218,725
Citrus Heights MOD	8,863,522		8,863,522
Bella Vista MOD	8,673,953	6,554	8,680,507
Bella Vista New Construction	8,167,188	5,185	8,172,373
Casa Outdoor Learning	7,796,234	7,562	7,803,796
Del Campo MOD	6,306,294		6,306,294
Debt Services	5,454,036		5,454,036
Salk (Edison) New Construction	5,171,776		5,171,776
Encina HVAC (gym)	4,805,709	222,011	5,027,720
Cowan New Construction	3,541,996		3,541,996
Del Campo Outdoor Learning	3,392,382		3,392,382
Multi Site Energy Efficient	3,219,604		3,219,604
El Camino Outdoor Learning	2,996,067		2,996,067
Mariemont New Construction	2,577,221		2,577,221
Del Campo MOD (CTE Fire)	2,511,878		2,511,878
Casa Roble MOD CTE	2,504,096		2,504,096
Del Campo MOD (CTE Broadcasting)	1,896,588		1,896,588
Exterior Lighting Retrofit Energy Efficiency		1,304,383	1,304,383
Rio Outdoor Learning	1,274,405		1,274,405

Description	Prior Activities	June 30, 2022 Activities	Total
Bella Vista New Construction (housing)	1,094,601		1,094,601
Mission DM (Roofing)	594,037	395,185	989,222
El Camino Student Safety	942,111		942,111
Lichen DM (Roofing)	461,815	475,985	937,800
Sierra Oaks DM (Roofing)	167,404	769,604	937,008
Underwriters' Discount & Other COI	930,784		930,784
Skycrest DM	157,671	654,869	812,540
Grand Oaks Full Site Furniture		765,467	765,467
Cowan DM (Roofing)	512,065	248,616	760,681
Green Oaks DM (Roofing)	387,337	326,858	714,195
Cameron Ranch DM	132,348	479,992	612,340
Gold River Full Site Furniture		611,673	611,673
Garfield MOD	577,251		577,251
Cost of Issuance	572,535		572,535
Grand Oaks Student Safety	553,705		553,705
Arlington Full Site Furniture		464,191	464,191
Mission Student Safety	455,968		455,968
Ralph Richardson Student Safety	403,371		403,371
Mira Loma Student Safety	374,278		374,278
Starr King Student Safety	373,850		373,850
District Router Upgrade Tech Service	368,714		368,714
Rio PoC Wap Tech Service	327,803		327,803
Salk (Edison) Student Safety	323,362		323,362
Thomas Kelly Student Safety	292,274		292,274
Gold River Student Safety	287,287		287,287
Bella Vista New Construction (Butler)	250,314		250,314
District Office MOD (HR office)		249,446	249,446
Holst (La Vista) Student Safety	246,829		246,829
Woodside Student Safety	241,328		241,328
Trajan Playground Student Safety	219,800		219,800
Mariemont Infrastructure	201,783		201,783
Greer MOD	199,657		199,657
Trajan Infrastructure	198,653		198,653
Dewey Infrastructure	186,196		186,196
Skycrest Student Safety	131,441		131,441
Coyle Student Safety	119,392		119,392
Casa Infrastructure	113,148		113,148
La Entrada	99,565		99,565
Del Dayo Outdoor Learning	65,924		65,924
Sylvan MOD	52,468		52,468

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE N GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

Description	Prior Activities	June 30, 2022 Activities	Total
Casa MOD	44,900		44,900
Dyer Kelly MOD	34,810		34,810
Grand Oaks Infrastructure	27,308		27,308
TK Classroom Furniture		17,186	17,186
Cameron Ranch Infrastructure	11,387		11,387
Total Uses	346,080,738	15,520,634	361,601,372
Ending Balance	$ 30,780,433	$ (14,356,259)	$ 16,424,174

CONCLUSION

Based upon the procedures performed, we found that, for the items tested, the San Juan Unified School District has properly accounted for the expenditures of the Measure N General Obligation Bonds. Further, it was noted that the funds were not used for salaries of school administrators or other operating expenditures. Our audit does not provide a legal determination on the District's compliance with specific requirements.

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

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INDEPENDENT AUDITOR'S REPORT

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Measure P Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure P Building Fund of the District as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure P Building Fund and do not purport to and do not present fairly the financial position of the District as of June 30, 2022, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 7, 2023, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

BALANCE SHEET
JUNE 30, 2022

ASSETS:	
Restricted cash and cash equivalents	$ 211,320,300
Accounts receivable	40,359
Due from other funds	16,097
Total assets	$ 211,376,756
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 10,855,272
Fund balance - restricted	200,521,484
Total liabilities and fund balance	$ 211,376,756

The accompanying notes are an integral part of these financial statements.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2022

REVENUES:	
Other local sources	$ 288,130
EXPENDITURES:	
Capital outlay	74,178,707
Contract services and other operating expenditures	2,681,951
Classified salaries	718,960
Employee benefits	344,203
Books and supplies	116,213
Total expenditures	78,040,034
Deficiency of revenues under expenditures	(77,751,904)
OTHER FINANCING SOURCES:	
Proceeds from issuance of bonds	150,000,000
Transfers in	11,729,185
Other financing sources	510,504
Total other financing sources	162,239,689
Change in fund balance	84,487,785
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	116,033,699
RESTRICTED FUND BALANCE - END OF YEAR	$ 200,521,484

The accompanying notes are an integral part of these financial statements.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

---

1. ORGANIZATION AND NATURE OF ACTIVITIES

The San Juan Unified School District (the District) was established in 1960 and serves a 75-square mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. The District currently operates 65 schools and provides early learning, kindergarten through 12th grade, and adult program education to approximately 40,000 students.

These financial statements present only the Measure P General Obligation Bonds Building Fund, which is recorded in sub-Fund 26 (Measure P Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022. These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

On November 8, 2016, the electorate of the San Juan Unified School District approved the $750 million Measure P general obligation bonds with greater than 55% of the votes in favor.

- On March 7, 2017, the District issued General Obligation Bonds Election of 2016 (Series 2017 Bonds) in the amount of $39,920,000 to finance specific construction, acquisition, and modernization projects. These bonds matured during succeeding years through August 2019, and were issued at interest rates ranging from 2.00% to 2.50%.

- On January 22, 2019, the District issued General Obligation Bonds of Election 2016 (Series 2019 Bonds) in the amount of $80,000,000 to finance specific construction, acquisition, and modernization projects. These bonds mature during succeeding years through August 2029 and were issued at 4.00% interest rate.

- On October 29, 2020, the District issued General Obligation Bonds, Election 2016, Series 2020 in the amount of $150,000,000. The bonds range in maturity date with final payoff on August 1, 2041 and interest rates ranging from 0.25% - 4.00%.

- On April 21, 2022, the District issued General Obligation Bonds, Election 2016, Series 2022 in the amount of $150,000,000. The bonds range in maturity date with final payoff of August 1, 2046 and interest rates ranging from 2.18% to 5.00%.

As of June 30, 2022, total outstanding debt related to Measure P is $331,040,000.

The Board of Supervisors of Sacramento County is empowered and obligated to annually levy *ad valorem* taxes, without limitation as to rate or amount, upon all property subject to taxation within the District (except for certain property which is taxable at limited rates), for payment of interest and principal of the Bonds when due. The District has established separate debt service funds to account for the collection and remittance of bond principal and interest payments. Additional information on the bonds' payment schedules can be found in the District's financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation – The District accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

Measurement focus and basis of accounting – Measurement focus indicates the type of resources being measured, while the basis of accounting indicates the timing of transactions or events for recognition in the financial statements. The Measure P Building Fund is a governmental fund, and has been presented using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available, and are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures are generally recorded when the related liability is incurred.

Cash and cash equivalents – For the purpose of the financial statements, cash equivalents are defined as financial instruments with an original maturity of three months or less.

Restricted cash and cash equivalents – Cash that is externally restricted to purchase or construct capital or other assets is classified as a restricted asset in the balance sheet.

Restricted fund balance – Restricted fund balance includes resources which are legally or contractually restricted by external third parties. Fund balance is restricted for capital projects of the Measure P Building Fund in accordance with the project list for the 2016 General Obligation Bonds.

Estimates used in financial reporting – In preparing financial statements in conformity with accounting principles generally accepted in the United States of America, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and revenues and expenditures during the reporting period. Actual results could differ from those estimates.

3. RESTRICTED CASH AND CASH EQUIVALENTS

Cash and equivalents as of June 30, 2022, consist of the following:

Cash and equivalents with County Treasury	$ 35,482,030
Cash and equivalents with fiscal agent	175,838,270
Total cash and equivalents	$ 211,320,300

Cash and equivalents in County Treasury – The Measure P Building Fund maintains cash in the Sacramento County Treasury (the Treasury). The Treasury pools funds with those of other districts in the county and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the Treasury investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income.

The Treasury is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. and is restricted by Government Code Section 53635, pursuant to Section 53601.

Cash and equivalents with fiscal agent – Cash and equivalents with fiscal agent are held by the Treasury and represent bond proceeds restricted for capital projects.

Derivative investments – The Measure P Building Fund did not directly enter into any derivative investments. Information regarding the amount invested in derivatives by the Treasury was not available.

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2022, weighted average maturity of the investments contained in the Treasury is approximately 278 days.

Credit risk – Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The Treasury investment pool does not have a rating provided by a nationally recognized statistical rating organization.

Custodial credit risk – Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Education Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits other than the following provision for deposits: the California Government Code requires that a financial institution secure deposits that are made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amounts deposited by the public agencies.

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. Transfers in from other District Funds were as follows for the year ended June 30, 2022:

The District's General Fund transferred $11,729,185 to the Measure P Building Fund for Winterstein Adult Center modernization.

5. COMMITMENTS AND CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of the ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the Measure P Building Fund.

As of June 30, 2022, the Measure P Building Fund has approximately $88.5 million in outstanding commitments and construction contracts.

OTHER REPORT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Bond Citizens' Oversight Committee
and Board of Education
San Juan Unified School District
Carmichael, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure P Building Fund of the San Juan Unified School District (the District), which comprise the statement of financial position as of June 30, 2022, and the related notes to the financial statements, and have issued our report thereon dated March 7, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE P GENERAL OBLIGATION BONDS

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE P GENERAL OBLIGATION BONDS

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JUNE 30, 2022

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INDEPENDENT AUDITOR'S REPORT

Board of Education and Independent Citizens' Bond
Oversight Committee for Measure P
San Juan Unified School District
Carmichael, California

We have conducted a performance audit of the San Juan Unified School District (the District) Measure P General Obligation Bonds for the year ended June 30, 2022.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for the findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 2 of this report which includes determining compliance with the performance requirements for the Proposition 39 and Measure P General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution. Accordingly, we do not express any assurance on the internal controls.

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure P General Obligation Bond funds for the year ended June 30, 2022 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 7, 2023

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SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE P GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure P General Obligation Bonds (the Bonds) funds for the year ended June 30, 2022 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvements.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2022. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2021, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2022 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

On November 8, 2016, the electorate of the San Juan Unified School District approved the $750 million Measure P general obligation bonds with greater than 55% of the votes in favor.

On March 7, 2017, the District issued General Obligation Bonds Election of 2016 (Series 2017 Bonds) in the amount of $39,920,000 to finance specific construction, acquisition, and modernization projects. These bonds matured during succeeding years through August 2019 and were issued at interest rates ranging from 2.00% to 2.50%.

On January 22, 2019, the District issued General Obligation Bonds of Election 2016 (Series 2019 Bonds) in the amount of $80,000,000 to finance specific construction, acquisition, and modernization projects. These bonds mature during succeeding years through August 2029 and were issued at 4.00% interest rate.

On October 29, 2020, the District issued General Obligation Bonds, Election 2016, Series 2020 in the amount of $150,000,000. The bonds range in maturity date with final payoff on August 1, 2041 and interest rates ranging from 0.25% to 4.00%.

On April 21, 2022, the District issued General Obligation Bonds, Election 2016, Series 2022 in the amount of $150,000,000. The bonds range in maturity date with final payoff of August 1, 2046 and interest rates ranging from 2.18% to 5.00%.

As of June 30, 2022, total outstanding debt related to Measure P is $331,040,000.

The financial activity related to the Measure P General Obligation Bonds is recorded in sub-Fund 26 (Measure P Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2022.

PROCEDURES PERFORMED

We obtained the Measure P Building Fund detailed general ledger for the fiscal year ended June 30, 2022. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure P General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure P Building Fund detailed general ledger for the fiscal year ended June 30, 2022.

- Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls are adequate to help ensure the District's compliance with the requirements of Proposition 39.

- We determined that the Independent Citizens' Bond Oversight Committee is fulfilling its duties as required by Education Code 15278 and as outlined in their Committee Bylaws.

- We selected a sample of 34 expenditures in the fiscal year ended June 30, 2022. The sample was selected to provide a representation across construction projects, vendors and expenditure amounts. For each selection, we performed the following procedures:

    1. Reviewed supporting documentation to ensure that funds were properly expended on the specific projects outlined on the publicized list and met the requirements for bidding, if applicable.

    2. Verified the expenditure was for construction, rehabilitation, or replacement of school facilities, including furnishing and equipping of District facilities, deferred maintenance upgrades or the acquisition or lease of real property facilities and verified that funding was not used for salaries of school administrators or other operating expenditures of the District.

The District incurred total expenditures of $78,040,034 through June 30, 2022, for the Measure P projects listed in the following Schedule of Activities.

SAN JUAN UNIFIED SCHOOL DISTRICT PROPOSITION 39 AND MEASURE P GENERAL OBLIGATION BONDS

PERFORMANCE AUDIT
JUNE 30, 2022

SCHEDULE OF ACTIVITIES

Description	Prior Activities	June 30, 2022 Activities	Total
Sources:			
Issuance Fund 26 P	$269,920,000	$150,000,000	$419,920,000
Interest Revenue	3,498,038	250,527	3,748,565
Premium Revenue	1,727,472	510,000	2,237,472
Other Revenue	2,794,173		2,794,173
Other Revenue for Projects	1,258,190	38,107	1,296,297
Other Authorized Transfers In	3,289,368	11,729,185	15,018,553
Total Sources	282,487,241	162,527,819	445,015,060
Uses:			
Arden New Construction	48,835,080	15,564,472	64,399,552
Del Paso Manor Full Site Renovation	44,344,132	187,369	44,531,501
Barrett New Construction	3,864,267	21,269,844	25,134,111
Barrett MOD	3,559,545	15,503,525	19,063,070
Winterstein MOD	11,976,095	660,310	12,636,405
Littlejohn MOD	9,748,130	146,684	9,894,814
Bella Vista Outdoor Learning	9,375,295	458,380	9,833,675
Rio Americano Outdoor Learning	9,216,172	456,156	9,672,328
Measure P Program	3,723,392	3,063,754	6,787,146
San Juan HVAC (gym)	3,979,072	264,280	4,243,352
Mira Loma HVAC (gym)	3,893,045	179,253	4,072,298
Cottage New Construction	3,823,946	1,911	3,825,857
Starr King New Construction		3,027,140	3,027,140
Le Gette New Construction		2,884,101	2,884,101
District Wide DM (HVAC Controller upgrade)	545,702	1,946,115	2,491,817
Bella Vista Energy (Solar Project)	2,321,020		2,321,020
District Wide Wireless Access Point (HP Aruba)	1,512,960	18,312	1,531,272
Mesa Verde Outdoor Learning	710,451	534,258	1,244,709
Oakview DM (Roofing)		995,218	995,218
District Wide MDF Tech Services	954,197		954,197
Will Rogers DM (paint, floors, Furniture)		940,764	940,764
Underwriters' Discount & Other COI	931,697		931,697
Le Gette MOD	25,095	890,747	915,842
Tech Service Infrastructure	856,713		856,713
Debt Services	851,426		851,426
San Juan Outdoor Learning	214,389	498,640	713,029

Description	Prior Activities	June 30, 2022 Activities	Total
Howe Ave DM (floor, paint, furniture)		817,734	817,734
Rio MOD (CTE)	46,080	698,982	745,062
Laurel Ruff DM (Roofing)		712,362	712,362
K. Johnson New Construction		669,147	669,147
Rio MOD (Manufacturing)		637,672	637,672
Transportation Electrical		636,544	636,544
Arcade New Construction		574,269	574,269
Lichen DM (paint, floor, furniture)		482,198	482,198
Rio MOD (Health)		473,586	473,586
District Wide DM (Intrusion Upgrade Region 2)	99,697	294,751	394,448
Howe Portable	121,851	263,789	385,640
District Wide DM Intrusion Upgrade Region 3	128,369	248,252	376,621
Casa Outdoor Learning (Tennis Court)		341,803	341,803
Encina Middle MOD (Admin)	5,882	282,407	288,289
District Wide DM Intrusion Upgrade Region 1	202,951	78,665	281,616
Del Paso Manor Portable	273,229		273,229
Mira Loma Outdoor Learning (Tennis Court)		228,996	228,996
El Camino Outdoor Learning (CRT)		220,479	220,479
Del Campo Outdoor Learning (CRT)		212,904	212,904
Cost of Issuance	195,000		195,000
Casa Roble MOD	28,050	161,925	189,975
Lichen DM (Kinder)		159,214	159,214
Coleman (CMP Charter) MOD		114,319	114,319
Encina Portable		88,312	88,312
Encina High School MOD	54,867	13,000	67,867
Mira Loma MOD (Locker-RM)		43,450	43,450
Katherine Johnson MOD	31,897	7,326	39,223
Mesa Verde MOD (Locker-RM)		24,930	24,930
Mariemont (MOD)		17,795	17,795
Encina MOD (CTE RM F1)		16,115	16,115
DM (HVAC Controls) Phase 2		14,750	14,750
District Office MOD (Boardroom)		6,875	6,875
Pasteur Infrastructure (slab repair)		6,250	6,250
Cottage Portable	3,850		3,850
Total Uses	166,453,542	78,040,034	244,493,576
Ending Balance	$116,033,699	$ 84,487,785	$200,521,484

CONCLUSION

Based upon the procedures performed, we found that, for the items tested, the San Juan Unified School District has properly accounted for the expenditures of the Measure P General Obligation Bonds. Further, it was noted that the funds were not used for salaries of school administrators or other operating expenditures. Our audit does not provide a legal determination on the District's compliance with specific requirements.

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-10

MEETING DATE: 03/28/2023

SUBJECT: Lease-Leaseback Contract Award for Coleman Elementary School (CMP Charter) Modernization Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4076 awarding the lease-leaseback contract for Coleman Elementary School (California Montessori Project Charter) Modernization Project No. 106-9495-P1 to Core Construction, pursuant to Education Code section 17406.

RATIONALE/BACKGROUND:
Sitewide modernization is to include ADA path of travel and parking; landscaping; ornamental iron fencing; modifications to admin office spaces and classrooms; roofing removal and replacement; new HVAC; electrical and low voltage upgrades; and exterior re-paint, and site and building accessibility improvements as required by the Division of the State Architect. The supporting site lease agreement and facilities lease agreement are available for reference at the district's Facilities Business Office.

ATTACHMENT(S):
A: Resolution No. 4076

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: N/A
Additional Budget: N/A
Funding Source: Measure P
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing: ☒

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

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization NA

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

RESOLUTION NO. 4076

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING THE AWARD OF THE LEASE-LEASEBACK CONTRACT TO CORE CONSTRUCTION FOR THE COLEMAN ELEMENTARY SCHOOL (CMP CHARTER) MODERNIZATION PROJECT AND SETTING FORTH THE WRITTEN BASIS FOR THIS DECISION TO AWARD

WHEREAS, sections 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, by Resolution No. 2831, the San Juan Unified School District Board of Education adopted the mandatory procedures and guidelines for use in lease-leaseback projects;

WHEREAS, consistent with those mandatory procedures and guidelines, the District issued Request for Proposals #23-210 ("RFP"), which (1) included a requirement for proposers to be prequalified under Section 20111.6 of the Public Contract Code, (2) included an estimate of the price of the Project, a description of preconstruction services to be provided, and a description of the facilities to be constructed; (3) included the key elements of the instrument to be awarded; (4) included a description of the criteria to be considered in evaluating the Proposals; and (5) included the scoring to be applied to the proposals; and

WHEREAS, six (6) potential lease-leaseback proposers submitted Proposals in response to the RFP, which, the District has carefully examined

NOW, THEREFORE, pursuant to Education Code section 17406 the San Juan Unified School District Board of Education does hereby determine to award the Site Lease and Facilities Lease for the Project to Core Construction for the following reasons:

1. The District determined to select its lease-leaseback provider for the Project based on best value in accordance with the evaluation criteria stated in the RFP.

2. Core Construction submitted a Proposal responsive to the RFP, which has been determined to present the best value to the District. The Proposal received a score of 243.80 out of a possible 265. This was the highest score received, with the other short leased proposers receiving a score of 210.60 by Landmark Construction and 187.80 by Clark Sullivan.

3. Core Construction demonstrated that it will satisfy the skilled and trained workforce availability, as defined in Public Contract Code section 2601

4. The initial amount of the Facilities Lease shall be $20,000.00 for preconstruction services only. No construction services are authorized at this time.

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on March 28, 2023, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

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

Attest:

_____
Steve Miller, Clerk
San Juan Unified School District
Board of Education

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-11

MEETING DATE: 03/28/2023

SUBJECT: Bond Oversight Committee Membership

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board approve a two-year term for the following applicants to the Bond Oversight Committee:

Oleg Shishko, Member of Taxpayer Association
Sonja Lopez, SJUSD PTA Member

RATIONALE/BACKGROUND:
The Bond Oversight Committee is required by Proposition 39 to provide oversight on the administration of the Measure J bond passed in November 2002, the Measure N bond passed in 2012 and the Measure P bond passed in 2016. The purposes of this committee are set forth in Cal. Education Code section 15287(b), and include:

a) to inform the public concerning the expenditure of bond revenues.
b) to review and report on the proper expenditure of taxpayers' money for school construction.
c) to advise the public as to whether a school district or community college district is in compliance with the requirements of Proposition 39
d) to ensure that bond revenues are on expended for proper purposes under Proposition 39, and to ensure that no funds are used for teacher or administrative salaries or school operating expenses

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

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

Strategic Plan: N/A

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 03/28/2023

SUBJECT: District K-12 Mathematics Update

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board hear a report regarding the district K-12 mathematics program.

RATIONALE/BACKGROUND:
The purpose of this report is to provide the board with an update regarding K-12 mathematics in San Juan Unified. Our current achievement data shows that a high percentage of students are currently performing below grade level in math, and as a result, we are implementing several actions to support the acceleration of math learning in San Juan Unified at both the district and site levels. These actions include districtwide professional learning, support for intervention practices at sites, and before and after school opportunities to engage students in mathematical thinking. This report will provide additional details about these actions.

ATTACHMENT(S):
A: Presentation
B: Acronym Key
C: iReady Math Proficiency and High School Letter Grade Distribution

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/08/2023 (report & discussion)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 1&2 Focus: All
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicole Kukral, Director, Professional Learning and Innovation
Kristan Schnepp, Assistant Superintendent, Secondary Schools and Programs

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

San Juan Unified Mathematics Update

March 28, 2023

San Juan Unified School District
Board of Education



1

Mathematics Journey

2010
CA CCSSM
Adopted by SBE

2014
CAASPP
Smarter Balanced Assessment

2015
Integrated Math
Shift from traditional to integrated pathways

Curriculum
SJUSD adopted new curriculum

Alignment
Sites work to learn and implement CCSS while navigating newly adopted curriculum in the integrated pathways.

More and more classrooms are working collaboratively in groups applying the CCSS Math Practice Standards

2020
Innovate
Teachers shift instruction to a digital, blended, and distanced format.

Rebuild
Student needs are shifting as we address the effects of the pandemic.

Focusing on the adoption of updated curriculum and data driven instruction

2023

2

What are we hearing and how are we responding?

- State and local assessment results
- Course completion, grade data
- Site visits
- Classroom observations
- Department meetings
- Teacher feedback
- Student listening circles
- Parent and community listening circles
- Educational partner engagement themes
- Professional learning survey

3

Academic Achievement and Community Feedback

- State testing and iReady diagnostic results show students at all levels (K-12) are struggling with **foundational numeracy, conceptual understanding, and fluency**
- The amount of **differentiated support** needed in classrooms is greater than ever before
- Teachers are requesting supports to **increase student engagement**
- **Core curriculum updates and training** are needed to meet the diverse needs of our students

4

Local Control and Accountability Plan (LCAP)
2022-23 Educational Partner Engagement Overview

Educational partners are requesting,

- additional **at-home math materials and support**
- an increase of **after school and summer math opportunities,** i.e. Science Technology Engineering Mathematics (STEM) clubs, after school tutoring, and summer intervention programs
- **alternate math pathway opportunities**, i.e. math modeling and other math support classes
- a **district wide focus** on math

5

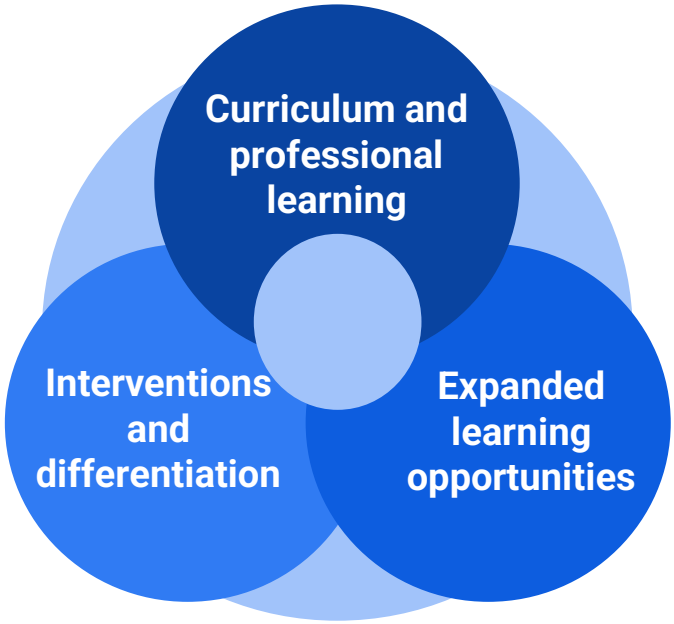
Practitioner Feedback - Professional Learning Survey 2022

Of the 165 teachers that responded:

- 50% very interested in **collaborating on curriculum planning and/or common assessments**
- 43% very interested in using **effective intervention practices**
- 62% interested in learning more about **content frameworks and/or standards**
- 48% interested in building **community, climate, and culture**

6

Feedback and Response



7

Continuous Improvement in Mathematics

Curriculum and professional learning

- Update course sequence, assessments, and resources
- Pilot and adoption of new high school curriculum
- iReady (K-8) and IXL (9-12) providing personalized instruction and practice
- Co-teaching, instructional assistants, small group interventions
- Professional learning on instructional shifts and best practices
  - Grading practices, Building Thinking Classrooms, building elementary numeracy skills

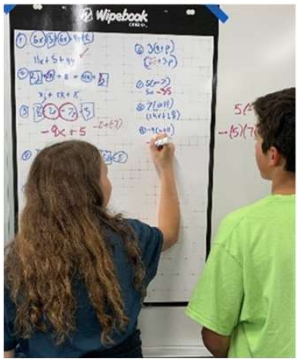
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Continuous Improvement in Mathematics

Curriculum and professional learning in action

Building Thinking Classrooms

Creating an environment that fosters the development of critical thinking skills, collaboration, and communication.



"I learn SO much about my students "thinking skills," their communication skills, and their comfort level with taking risks while they work on these tasks."

5th grade teacher

9

Continuous Improvement in Mathematics

Interventions and differentiation

- Variety of intervention models to best fit student need
- Co-teaching models to support students with disabilities and English language learners
- Offering flexible pathways to meet or exceed graduation requirements
- Wide scale professional learning in numeracy learning progressions

10

Continuous Improvement in Mathematics

Interventions and differentiation in action

US Math Recovery Council

Supporting elementary educators in diagnosing and advancing student understanding and numeracy development

- Design, implement, and analyze mathematics instruction based on individual student learning
- Research based diagnostic assessments, learning progressions, and high quality instructional tools

11

Continuous Improvement in Mathematics

Interventions and differentiation in action

US Math Recovery Council

Testimonial



Gold River K-8 intervention teacher

12

Continuous Improvement in Mathematics

Expanded learning opportunities

- Before and after school tutoring
- After school enrichment programs
- Summer Math Camp
- Credit recovery options

13

Continuous Improvement in Mathematics

Expanded learning opportunities in action

NBA Math Hoops

Building foundational math skills through the game of basketball.

- making math accessible and relevant for students
- developing students math fluency
- teams of two compete by performing mathematical operations and analyzing statistics of current NBA and WNBA players.

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Continuous Improvement in Mathematics

Expanded learning opportunities in action

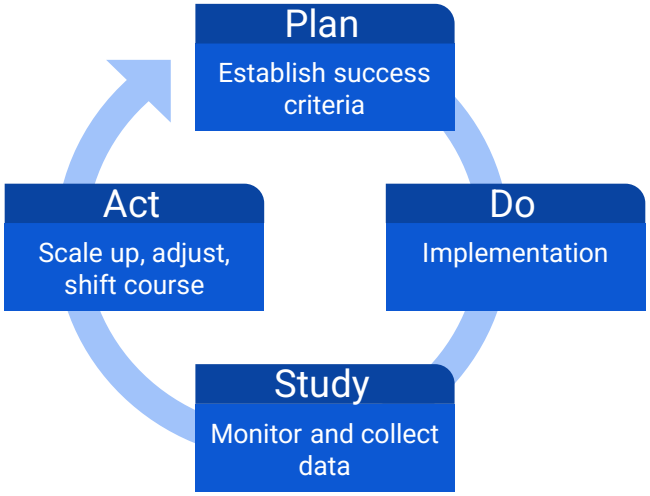
NBA Math Hoops



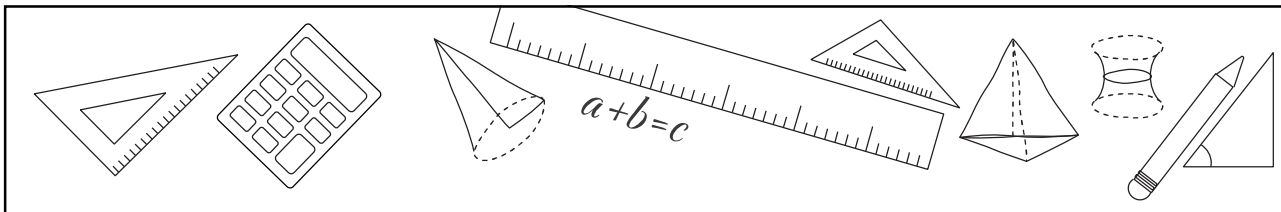
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Continuous Improvement in Mathematics

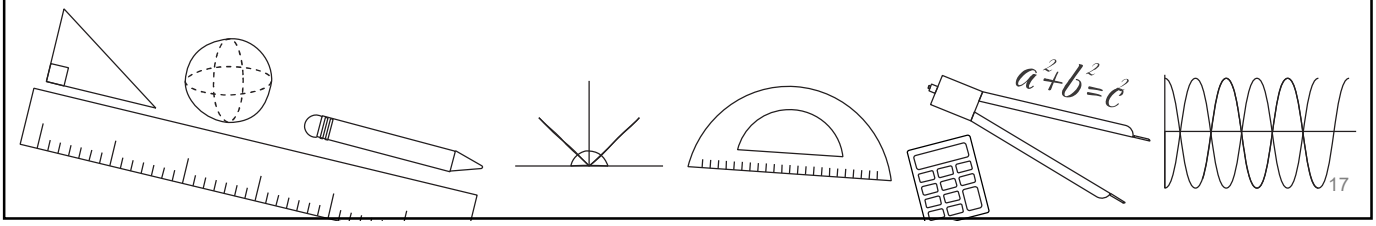
Next steps



16



Questions



2022-23 TK-12 Math Update
Attachment

Acronym key

CA CCSSM	California Common Core State Standards for Mathematics
SBE	State Board of Education
CAASPP	California Assessment of Student Performance and Progress
CCSS	Common Core State Standards
AVMR	Add+ Vantage Math Recovery, assessment guided instruction

iReady Math Proficiency and High School Letter Grade Distribution

Percent of Students Proficient on i-Ready (Fall and Winter)			
	K-2	3-5	6-8
Winter	24.10%	28.80%	29.00%
Fall	9.70%	15.40%	21.60%

Number of Students Tested Using i-Ready (Fall and Winter)			
	K-2	3-5	6-8
Winter	5,441	8,391	7,822
Fall	4,339	8,421	8,073

Letter Grade Distribution in High School Math Courses (Final Grades as of December 2022)						
	A	B	C	D	F	Population
IM1	22.80%	17.00%	17.80%	14.70%	27.60%	2,573
IM2	23.30%	19.50%	23.90%	13.90%	19.30%	1,873
IM3	27.90%	28.50%	21.30%	11.20%	11.00%	1,218

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 03/28/2023

SUBJECT: 2023-24 District Transportation Plan

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

DEPARTMENT: Transportation

ACTION REQUESTED:
The superintendent is recommending that the board approve the 2023-24 District Transportation Plan, as per Education Code (EC) Section 39800.1.

RATIONALE/BACKGROUND:
The 2022-23 California enacted budget increased home-to-school transportation funding for school districts by reimbursing up to 60% of the prior year's transportation expenses.

Home-to-school Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). It provides reimbursement funding for school districts and county offices of education based on the prior year's eligible transportation expenditures and the prior year's Local Control Funding Formula transportation-related add-on funding.

To receive the reimbursement, per Education Code (EC) Section 39800.1, "as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2023."

Transportation Plan Requirements:
- Describe how transportation will be accessible to students with disabilities and homeless youth
- Include priority for planned services for students in grades TK-6 and low income students
- Describe how unduplicated students may access free transportation
- Develop in consultation with staff, regional transportation authorities, local air pollution control districts, air quality management districts, parents and students

San Juan Unified Transportation Plan:
San Juan Unified's transportation plan includes providing free transportation for students who reside within the district boundaries, attend a San Juan Unified school and transportation is designated in an individualized education plan (IEP) or 504 accommodation plan, as well as students who are identified as McKinney-Vento homeless or foster youth.

San Juan Unified's home-to-school transportation plan does not include priority services for grades TK-6 and low-income students due to the elimination of K-12 general education transportation in June 2011. General education home-to-school transportation is not required to receive reimbursement for allowable expenditures. Should funding be expanded, staff will assess the opportunity to add priority services in consultation with staff, students, families and community.

The transportation plan was posted on the district's transportation website on March 13, 2023, and posted to Behind the Scenes and circulated to education partners for public review and comment on March 21, 2023. In addition, public comments may be submitted during the Tuesday, March 28, 2023, board meeting.

ATTACHMENT(S):
A: 2023-24 Transportation Plan

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Estimated 60% reimbursement $5,461,682.99 (base)

PREPARED BY: Robert Ozenberger, Director, Transportation RO

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

2023-24 TRANSPORTATION PLAN

DRAFT

INTRODUCTION

Per Education Code (EC) Section 39800.1, "as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2023".

OUR DISTRICT

The San Juan Unified School District has proudly served the greater Sacramento community since 1960. The 2021-2022 enrollment figures reflect 39,218 students receiving educational services throughout the sixty-five district school sites which incorporate thirty-three elementary schools, eight intermediate schools, eight K-8 schools, nine comprehensive high schools, three continuation schools, and four educational centers. District boundaries encompass 75 square miles covering all or parts of the cities of Antelope, Carmichael, Citrus Heights, Fair Oaks, Folsom, Gold River, McClellan Park, North Highlands, Orangevale, Rancho Cordova, and Sacramento.

DESCRIPTION OF TRANSPORTATION SERVICES

San Juan Unified's transportation plan includes providing free transportation for students who reside within the district boundaries, attend a San Juan Unified school and transportation is designated in an individualized education plan (IEP) or 504 accommodation plan, as well as students who are identified as McKinney-Vento homeless or foster youth.

San Juan Unified's home-to-school transportation plan does not include priority services for grades TK-6 and low-income students due to the elimination of K-12 general education transportation in June 2011. General education home-to-school transportation is not required to receive reimbursement for allowable expenditures.

DEVELOPMENT OF TRANSPORTATION PLAN

Developing an annual transportation plan is the first step in the apportionment process. Should funding be expanded, staff will assess the opportunity to add priority services in consultation with staff, students, families and community.

2023-24 TRANSPORTATION PLAN

TRANSPORTATION SERVICES ALLOWANCE CALCULATION

A. Total 2021-22 Transportation Expenses (Function 3600)	$ 9,328,317.73
B. Less Capital Outlay (Object 6xxx, Function 3600)	$ 225,512.75
C. Less Nonagency Expenditures (Goal 7110, 7150, Function 3600)	$ 0.00
D. Estimated 60% Reimbursement	$ 5,461,682.99
E. Less 2021-22 Transportation Add-on from LCFF (if >0, the Transportation Allowance shall be zero):	$ 5,230,781.00
Total Transportation Allowance (Object 8590, Resource 0000)	**$ 230,901.99**

Expenditures and Other Financing Uses

2000-2999: Classified Salaries	$ 4,318,268.46
3000-3999: Employee Benefits	$ 2,875,154.75
4000-4999: Books and Supplies	$ 1,037,891.19
5000-5999: Services and Other Operating Expenditures	$ 871,490.58
6000-6999: Capital Outlay	$ 225,512.75
7000-7999: Other Outgoing	$ 0.00
Total Expenditures	**$ 9,328,317.73**

The plan is posted on the transportation page of the district website www.sanjuan.edu/transportation . Public comment regarding the 2023-24 transportation plan can be directed to: rozenberger@sanjuan.edu.

Robert Ozenberger
Director of Transportation
rozenberger@sanjuan.edu
Office 916.971.7689

DRAFT

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 03/28/2023

SUBJECT: Presentation of Initial Bargaining Proposal for the San Juan Teachers Association Successor Contract (2023-24)

DEPARTMENT: Labor Relations and Government Affairs

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

ACTION REQUESTED:
The bargaining interests of the San Juan Teachers Association are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: April 11, 2023

RATIONALE/BACKGROUND:
The board and representatives of the San Juan Teachers Association have agreed to engage in an interest based, collaborative approach to negotiations. As part of the model of negotiation, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for the San Juan Teachers Association Successor Contract (2023-24)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

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

Strategic Plan: N/A

PREPARED BY: Daniel Thigpen, Executive Director, Labor Relations and Government Affairs DT

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

Article 1.05 - Living Contract Partnership:
The Association and the District recognize that problem solving requires a more open, flexible process, one that encourages participants to understand the ***interests*** *of all parties, to think* ***creatively about options****, and to make decisions which conform to accepted standards of legitimacy.*

Initial Bargaining Proposal For
The San Juan Teachers Association
Successor Contract (2023-24)
Approved by Rep Council on March 15, 2023

Intent: The members of the San Juan Teachers' Association offer this proposal with the purpose of providing students with an optimal learning experience, demonstrating our commitment to social justice and equity, and honoring the professionals that are charged with delivering that experience.

While many articles do not require substantive changes, some articles do require clean-up language. In some cases these are minor typographical errors and in other cases they represent an effort to clarify the original intent of the language from when it was negotiated. These "non-substantive" changes are considered part of the proposal for this round of bargaining.

Article 1 Contract Provisions

- Term — One year
- Non-substantive clean up language as needed

Article 2 Grievance

- No substantive changes
- Non-substantive clean up language as needed

Article 3 System of Professional Growth

- Examine ways to increase the use of Consulting Teachers/Peer Facilitators in SPG process to reduce administrators' caseloads
- Examine ways for practitioners to provide feedback to facilitators to support the facilitator's professional growth
- Explore ways to increase alignment between Peer Facilitators experience and practitioner assignment
- To examine ways to give practitioners' credit in the SPG cycle for outside experience once permanent status has been reached
- Revise existing language based on feedback and implementation
- Broadly examine the issues of term limits for Consulting Teachers and Peer Facilitators in an effort to strengthen the model and develop a more cohesive system.
- Examine the current requirement for practitioners in the role of Consulting Teachers and Peer Facilitators to return to the classroom prior to entering an administrative position

- Non-substantive clean up language as needed

Article 4 Transfers

- Explore options for increased flexibility in the voluntary transfer process
- Non-substantive clean up language as needed

Article 5 Leaves

- Continue to improve leaves, including: sick leave and PN
    - Clarifying language regarding sick leave / PN partial day usage
- Explore ways to provide additional bereavement leave
- Explore options to enhance parental leave
- Explore options to mitigate impact of increase in sub pay on members on a long term leave
- Non-substantive clean up language as needed

Article 6 Member Safety

- Continue to improve safety and security on campus
- Secure needed space and supplies for speech and language pathologists, nurses, social workers, counselors, academic intervention specialists, elementary specialists, etc
- Non-substantive clean up language as needed

Article 7 Class Size

- Explore class size maximums for ELD classes
- Explore class size/caseloads for teacher librarians
- Explore total IEP minutes within each RSP and SLP caseload to ensure that it is reasonable for a practitioner to meet those minutes
- Explore creating a maximum ratio of students with IEP in a general ed/co-taught classroom in order to be able to meet all student needs
- Explore caseload maximums or other forms of ratio for speech and language pathologists, nurses, social workers, counselors, academic intervention specialists, adaptive PE Specialists, vision and mobility specialists, elementary specialists in order to increase individualized attention to each student
- Address the workload challenges of special education teachers in relation to class size, caseload, designation of assignment and IEPs
- Explore ways to reduce class size / adult to student ratios (where possible) all grade levels
- Explore opportunities to provide additional support positions or maintain current support positions where such positions have shown to be helpful.
- Non-substantive clean up language as needed

Article 8 Hours

- Explore ways to address the unintended consequences occurring from EBP SLA -for Elementary- prior to it being included into the contract
- Explore ways to increase non instructional work days for Discovery Club Teachers

- Explore ways to compensate practitioners when equity days are not able to be provided
- Examine ways to compensate practitioners for NIDs and supervisory duties
- Explore ways to address sub shortage, while avoiding adverse impact to members in differential status
- Explore ways to minimize use of non classroom staff for sub coverage
- Address the workload and working conditions for all specialized groups including special education teachers, nurses, speech and language pathologists, social workers, vision and mobility specialists, teacher librarians, etc
- Increase elementary prep time for TK-5 and 6-8 self contained
- Establish an agreement around the 2025-26 work year calendar
- Identify Elementary Specialists as such throughout the contract
- Explore how the information contained in the specialist handbook can be included into contract
- Explore ways to provide all practitioners with additional time to address student needs
- Examine the Emergency Backup Practitioner SLA for potential incorporation of elements into the Collective Bargaining Agreement
- Explore potential solutions related to supervision and NIDs language related to middle school
- Reconsider the contract language that limits who is supported by kindergarten teachers in a partial/half day model
- Non-substantive clean up language as needed

Article 9 Employee Benefits

- Continue to provide quality cost-effective health care coverage in all areas
- Increase dependent coverage (including Vision and Dental)
- Improve access to mental health services
- Examine options related to bringing back Sutter/UCDavis
- Non-substantive clean up language as needed

Article 10 Pre-retirement Work Program

- No substantive changes
- Non-substantive clean up language as needed

Article 11 Salary

- If agreed upon reopener language contained in the September 15, 2022 agreement is triggered:
    - Provide fair cost of living adjustments and improve salary and stipend schedules that competitively recruit, retain, and compensate all bargaining unit members
    - Examine new stipend schedules for opportunities to add or enhance
    - Explore requirements as they relate to the entering and remaining in Column V on the salary schedule
- Explore adding multiple (2 or more) credentials to the advance degree stipend
- Explore ways to add Teacher Librarians to the ‘hard to staff’ stipends
- Examine ways to compensate practitioners who transfer to TK position needing to complete units to become qualified

- Explore making compensation (regarding time) for student activities director at traditional 6 period HS more closely aligned to block schools
- Explore how to address the gap in stipend amount between combo-class stipend and the 'hard to staff' special ed stipend for practitioners of multi-grade special ed classes
- Explore ways to increase the hourly rate for certificated employees (D6) for Extended School Year (ESY)
- Examine ways to recognize credentials/degrees from outside the state on the salary schedule
- Explore opportunities related to members having the option to be paid 12 times per year
- Non-substantive clean up language as needed

Article 12 Professional Dues and Payroll Programs

- Explore ways for SJTA reps to be compensated for serving as reps
- No substantive changes
- Non-substantive clean up language as needed

Article 13 Definitions

- No substantive changes
- Non-substantive clean up language as needed

Article 14 Adult Education

- If agreed upon reopener language contained in the September 15, 2022 agreement is triggered:
    - Provide fair cost of living adjustments and improve salary and stipend schedules that competitively recruit, retain, and compensate all bargaining unit members
- Non-substantive clean up language as needed

Article 15 (New) Schools of Innovation

- Explore ways to secure on-going ways to support the SJUSD Montessori program in order to continue the implementation of the essential elements of Montessori
- No substantive changes
- Non-substantive clean up language as needed

Article 16 Just Cause, Due Process, and Progressive Discipline

- No substantive changes
- Non-substantive clean up language as needed

Article 17 Association Rights

- Explore ways to increase the timelines by which SJTA receives membership related information from the district and bring timelines more closely into alignment with AB 119
- Explore ways to create more accurate protection of the Rep Council dates
- Non-substantive clean up language as needed

Article 18 Probationary Teachers

- Change title of article to “Probationary Practitioners”
- Explore options to eliminate / reduce the impact of bias related to the retention of probationary practitioners
- Non-substantive clean up language as needed

Article 19 Professional Growth For Credential Renewal— Abolished by legislative action in 2006

- No Change

Article 20 Summer School

- No substantive changes
- Non-substantive clean up language as needed

Article 21 Early Childhood Education

- If agreed upon reopener language contained in the September 15, 2022 agreement is triggered:
    - Provide fair cost of living adjustments and improve salary and stipend schedules that competitively recruit, retain, and compensate all bargaining unit members
- Explore aligning Infant Toddler and Preschool (10 month calendars) to elementary calendar where appropriate
- Explore ways to bring equity in contract hours across practitioners in individual ECE programs
- Explore ways to support Discovery Club teachers when they have students with special needs in their class
- Address the workload challenges of ECE teachers
- Explore ways to address sub shortage in ECE
- Explore ways to address concerns related to “non-responsibility” days
- Explore options that could be available to ECE members interested in pursuing a TK-12 credential
- Examine sick leave and PN time as it relates to ECE 12 month employees
- Explore ways to create additional time for teachers to meet students’ needs, including the completion of needed paperwork
- Broadly examine the issues of term limits for TOSAs and Content Specialists in an effort to strengthen the model and develop a more cohesive system
- Non-substantive clean up language as needed

Article 22 Independent Study

- If agreed upon reopener language contained in the September 15, 2022 agreement is triggered:
    - Provide fair cost of living adjustments and improve salary and stipend schedules that competitively recruit, retain, and compensate all bargaining unit members
- Non-substantive clean up language as needed

Article 23 Home and Hospital

- If agreed upon reopener language contained in the September 15, 2022 agreement is triggered:

    - Provide fair cost of living adjustments and improve salary and stipend schedules that competitively recruit, retain, and compensate all bargaining unit members
- Non-substantive clean up language as needed

Article 24 Creating and Sustaining A Collaborative Culture

- Establish online voting process
- Clarify voting process in the event that the number of nominees is equal to number of vacancies
- Additional non-substantive clean up language as needed

Article 25 Teachers On Special Assignment

- Broadly examine the issues of term limits for TOSA-like positions in an effort to strengthen the model and develop a more cohesive system
- Non-substantive clean up language as needed

Article 26 Teacher Interns

- Rename Article 26 “Practitioner Interns”
- Explore options regarding internships for practitioners to increase the diversity of the profession and address practitioner shortage(s)
- Explore ways to improve district supports for interns
- Non-substantive clean up language as needed

In addition to the specific items in the articles above, SJTA would like to engage with the District, in a thorough review of the Side Letters of Agreement reached since January of 2020. The goal of this review is to determine which elements of SLAs currently in use the parties agree should continue on as a practice and should be incorporated into the Collective Bargaining Agreement.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 03/28/2023

SUBJECT: Board Governance Handbook Update

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board review and discuss revisions to the Board Governance Handbook.

Action anticipated: 04/11/2023

RATIONALE/BACKGROUND:
The Board of Education has established a Board Governance Handbook which denotes its norms and standards of operation. Revisions are proposed to align the handbook with board interests including the addition of background on the district's academic focus, expectations for participation in high school graduations, rules of order for the operation of meetings, clarifying language on abstaining or recusing, and clean up language.

ATTACHMENT(S):
A: Redline copy of Board Governance Handbook

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 12/13/2022, 01/24/2023 (Discussion)
Superintendent's Cabinet: 03/20/2023

FISCAL IMPACT:
Current Budget: $ 0
Additional Budget: $ 0
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

PREPARED BY: Trent Allen, APR, Chief of Staff TA

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

San Juan
Unified School District

Governance Handbook

Board of Trustees

Ben Avey

Pam Costa

Zima Creason

Saul Hernandez

Tanya Kravchuk

Steve Miller

Paula Villescaz

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San Juan Unified School District Mission

We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.

Shared Values

We value:

- **Inclusivity**
  We commit to cultivating an inclusive community of belonging with genuine respect for diverse cultures, identities and abilities.
- **Real World Knowledge**
  We commit to creating environments and providing experiences that build and apply relevant skills and knowledge for the real world.
- **Voice**
  We commit to hearing all voices, acknowledging, validating, and responding as we continuously grow together as a community.
- **Social and Emotional Intelligence**
  We commit to creating a culture that embraces, teaches, models and applies social and emotional intelligence in all interactions with all stakeholders.
- **Perseverance**
  We commit to creating a learning atmosphere that models and instills perseverance through adversity and encourages risk taking.

Equity Lens

Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Academic Focus Areas

While each school is unique, we are committed to providing a high-quality education for every student that includes:

- A challenging, standards-based academic program at every school
- Additional supports for students who require extra assistance
- Enrichment opportunities and programs

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through continuous improvement of intentional collaborative efforts that are focused on the following:

1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs and connect students and families with resources to help them access the best opportunities our schools have to offer.
2. Healthy Environments for Social-Emotional Growth: Staff will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integration of social and emotional learning to ensure essential student development.

3. Engaging Academic Programs: Staff educators will engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic-minded.
4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts, prepares them for college, career and bright futures filled with opportunities.

District Overview

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

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

Today, San Juan Unified is the 10th largest school district in California with an expenditure budget of more than $500 million used to employ more than 5,000 individuals and to educate more than 45,000 students in our early learning, TK-12 and adult programs. More than 10,000 additional K-12 students are served in independent charter schools within the district.

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

The student population is diverse. During the 2021-2022 school year, the district's ethnic/racial makeup was: 0.5 percent American Indian or Alaskan Native, 25.9 percent Hispanic/Latino, 7.1 percent African American, 47.6 percent White, 9.8 percent Asian/Asian American, 0.7 percent Pacific Islander, .9 percent Filipino and 7.4 percent multi-race.

Roles and responsibilities of board members and the superintendent

Board Roles

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

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

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

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

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

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

Superintendent Roles

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

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

Board Norms

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

- Focusing on all students
- ~~Adherence to the Brown Act~~
- Demonstrating respect
- Creating transparency
- Communicating openly
- Listening actively
- Keeping commitments
- Being collaborative
- Taking the time needed to govern effectively
- Encouraging everyone's ideas and point of view
- Balancing trustee area representation vs. districtwide responsibility
- Adherence to the Brown Act

Trustee Areas and Representation

Board members are elected by the voters within their trustee area but serve the students, families and residents throughout the district's 75 square mile area. As such, board members should consider the impacts of decisions on all constituents when deliberating and take action in the best interest of the district as a whole rather than their specific

trustee area. Unless specific to the election or trustee boundary designation processes, information prepared by staff will not delineate data specifically by trustee areas.

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

Welcoming new members

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

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

District legal counsel will give newly elected members a copy of the Brown Act and inform them they must conform to its requirements as if they had already assumed office.

The governance team attends the swearing-in ceremony and reception for the newly elected members.

Annual Organizational Meeting

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

At this meeting, the board shall

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

Speaking with a common voice

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

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

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

Assigning work to staff

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

Addressing conflict among board members

Because the governance team norms are designed to create an open, respectful, collaborative culture, members will engage in dialogue while welcoming an open discussion with different points of view. Members will demonstrate an ability to disagree on issues without taking the disagreements personally. Members will endeavor to maintain neutral body language and tone during deliberations.

School visitations/Extracurricular events

School visitations are encouraged to build understanding of the district's instructional programs, curriculum and communities. Board members should make appointments with the school principal prior to visiting a campus. The board member should also email the board administrative assistant, so the visit can be placed on the board calendar

alerting other members to the visit, the superintendent and the board member who represents that trustee area. This may prevent one school from having numerous visits from different board members during a short period of time. During visits, members should be cautious of interrupting the learning environment.

Graduations

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

Board Meetings

Board meeting materials

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

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

Placing items on board agendas

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

The role of board members during board meetings

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

Individual board member's request for information, materials or action

It is important for trustees to be well informed, as oversight of the district is one of the main functions of the board. Trustees recognize that they have no power as individuals to direct staff actions, and that compiling information in

response to trustee requests can take staff away from their day-to-day operations of schools and the district. An individual board member will – insofar as possible – ~~work to~~ let the superintendent and staff know ahead of time when a request for information will be made in a public meeting, so the staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a trustee shall be provided to all other trustees at the same time. Trustees should self-regulate the number of requests for information regarding issues not on the board agenda.

Board meeting guidelines

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

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

The rules contained in Appendix A, "San Juan Unified Rules of Order," shall govern operations of board meetings unless they are in conflict with this handbook, board bylaws, or state or federal law.

Public comments

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

Voting

A majority vote of all members of the board is necessary for the election of officers or for any other action by the board unless otherwise specified by law. Voting shall be by voice and the board administrative assistant records the votes by member, which is placed into the minutes of the meeting.

Unless otherwise provided by law, affirmative votes by a majority of the board's membership are required to approve any action under consideration, regardless of the number of members present.

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

Voting no or abstaining

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

A member may abstain from voting for any reason by announcing their abstention when a vote is called. Similar to a no vote, it is a courtesy to the governance team to explain the reason(s) for abstaining from a vote. If a member was absent at the previous meeting, they will abstain from voting on the approval of that meeting's minutes.

A member must recuse themselves from a vote if any~~Abstaining on a vote must be announced at the time the topic is first brought up and shall be based on~~ one of the following are true: 1) the matter ~~affects~~ directly involves a close relative of the board member (Education Code section 35707); 2) the vote is to replace the board member's position on the board (Education Code section 35178); or 3) the matter involves a "remote interest(s)" as listed in Government Code section 1091. When any one of these conditions are met, a board member must recuse themselves by announcing their recusal when the topic is first announced for discussion and leaving the dais during the duration of discussion or action on that item. ~~. If a board member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.~~

~~If a member was absent at the previous meeting, he/she will abstain from voting on the approval of that meeting's minutes.~~

Quorum

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

Additional Board Information

Board-appointed/board-approved committees

Board members appoint community members to committees as determined in committee bylaws. Newly elected board members will be given the option to appoint their own committee members or continue with the current appointments.

Board members serve as the conduit between a board-appointed/board-approved committee and the board as a whole. Board members are not voting members of board-appointed/board-approved committees.

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

Electronic media

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

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

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

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

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

members as well as from, and between, employees regardless of whether sent or received on district provided or personal devices or accounts.

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

Complaints from community/staff

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

Restate what the complainant has said to ensure that you have heard the information correctly. Ask the person what ~~he/she~~they would like the board member to do with the information and what the individual would like to see as a possible solution. Explain that you will be sharing the information with the superintendent.

Redirect the complainant to communicate with appropriate personnel and utilize the appropriate complaint procedure. Ask the individual to follow up if the problem isn't resolved. Notify the superintendent as soon as possible with details of the complaint.

In order to support a positive working relationship among the San Juan Unified School District Board of Education, the staff, students and the community, we have reviewed and agreed to the norms and protocols outlined in the 2023 Governance Handbook. We shall renew these agreements ~~at the end of December~~ annually.

Affirmed on this 11th day of April, 2023.

_____ Ben Avey, Member San Juan Unified School District Board of Education	_____ Pam Costa, Member San Juan Unified School District Board of Education
_____ Zima Creason, Member San Juan Unified School District Board of Education	_____ Saul Hernandez, Member San Juan Unified School District Board of Education
_____ Tanya Kravchuk, Member San Juan Unified School District Board of Education	_____ Steve Miller, Member San Juan Unified School District Board of Education
_____ Paula Villescaz, Member San Juan Unified School District Board of Education	_____ Melissa Bassanelli, Secretary San Juan Unified School District Board of Education

San Juan Unified Rules of Order

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

Amendments and Updates

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

The Board of Education shall approve all proposed changes to these rules before they become effective.

The Role of the Chair

It is the responsibility of all members to understand the rules of parliamentary procedure, but it is the role of the chair to apply the rules to the operations of the meeting. The chair is supported in this function by staff as appropriate for the meeting body.

As the chair has a larger role in the operation of the meeting, it is a courtesy that they offer comment on a matter before the body after other members and should refrain from making or seconding a motion unless convinced other members will not do so that that point in time.

The Basic Format for an Agenda Item Discussion

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

1) The chair should announce the agenda item number and subject and then invite the appropriate person(s) to report on the item, including any recommendations they may have.
2) Following the presentation, the chair should open public comment following the body's public comment procedure. Speaking times for public comment are limited to 2 minutes per speaker. Total time for public speaking on a public item is determined by each body's bylaws. If the item is a public hearing, the chair must open the public hearing before beginning public comment and close the public hearing upon conclusion of speakers.
3) The chair should ask members of the body if they have questions or comments regarding the item. Members may ask questions of the presenters and other members or offer comments for consideration. The chair should offer questions or comments after other members have had an opportunity. At the discretion of the chair, members may have additional opportunities to offer questions or comments.
4) Upon conclusion of discussion and questions by members, or as appropriate, the chair should invite a motion. The chair should announce the name of the member who makes the motion.
5) The chair should ask for a second to the motion. The chair should announce the name of the member who seconds a motion. All motions require a second.
6) The chair should check to make sure everyone understands the motion. This can be done by:
    a. The chair asking the maker of the motion to repeat it;

b. The chair can repeat the motion; or
c. The chair can ask the individual taking minutes to repeat the motion.

7) The chair should then invite discussion on the motion before the body. If no discussion is offered, or after discussion has ended, the chair should announce the body will vote on the motion.
8) The chair takes a vote by asking for the "ayes" and then asking for the "nays". If members have not yet voted then the chair should ask for "abstentions".
9) The chair should announce the result of the vote and the action the body has taken.

Motions

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

Types of Motions

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

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

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

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

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

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

Multiple Motions Before the Body

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

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

Debate on Motions

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

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

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

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

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

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

Majority and Super Majority Votes

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

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

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

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

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

Counting Votes

Quorum is determined by the body's bylaws or other governance documents.

All motions must receive a second and an "aye" vote by a majority of the body to be adopted.

Abstentions votes can be used to meet quorum requirements but are not calculated in determining the outcome of the vote.

Courtesy and Decorum

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

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

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

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

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 03/28/2023

SUBJECT: CSISS & Facilities Committee Bylaw Revisions

DEPARTMENT: Administration

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

ACTION REQUESTED:
The superintendent is recommending that the board approve proposed revisions to the Curriculum, Standards, Instructional and Student Services and Facilities committees' bylaws.

RATIONALE/BACKGROUND:
Members to the district's Curriculum, Standards, Instructional and Student Services and Facilities committees are currently appointed by individual members of the Board of Education. With the board's move to seven members, it is necessary to align the committee's bylaws to reflect a larger committee size.

In September of 2022, the board approved changes to the district's Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC). To help provide a consistent experience when serving on committees or participating in committee meetings revisions are also being proposed that better align practices and expectations with those approved in the LCAP PAC bylaws. Similar recommendations are also being brought forward for the Facilities Committee and the special education Community Advisory Committee.

Among the proposed revisions are:

- defining committee size as two appointees per member of the board.
- a requirement for each board member to appoint one of their two committee members from residents of their trustee area.
- a requirement for ratification of nominees by a majority of the board
- delineating that committee members who violate BP 0201 are subject to removal by a majority vote of the board
- better delineation of staff liaison's responsibilities.
- alignment of chairperson and assistant chairperson responsibilities with other committees.
- alignment of language on agenda creation and public comment with other committees.
- changing the requirement for the committee's annual report to the end of the year and define a process for amendments in the future.

ATTACHMENT(S):
A. Redline copy of Curriculum, Standards, Instructional and Student Services Committee bylaw revisions
B. Redline copy of Facilities Committee bylaw revisions

BOARD COMMITTEE ACTION/COMMENT:
Facilities Committee: 03/07/2023 (Discussion & Comment)
Curriculum, Standards, Instructional and Student Services Committee: 03/08/2023 (Discussion & Comment)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/06/2023, 03/20/2023
Board of Education: 03/14/2023 (Discussion)

FISCAL IMPACT:
Current Budget: $0
Additional Budget: $0
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

PREPARED BY: Trent Allen, APR, Chief of Staff TA

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

DRAFT DOCUMENT – Redline version for March 28

SAN JUAN UNIFIED SCHOOL DISTRICT

CURRICULUM, STANDARDS, INSTRUCTIONAL & STUDENT SERVICES COMMITTEE BYLAWS

I. Name

The name of the committee shall be the Curriculum, Standards, Instructional, and Student Services Committee.

II. Authority

The Curriculum, Standards, Instructional and Student Services Committee, hereinafter referred to as "the committee," is a standing committee of the San Juan Unified School District Board of Education as established by formal board action and shall operate in compliance with the state's open-meeting laws (Ralph M. Brown Act). In this regard, a majority of committee members shall not meet at the same time and place to hear, discuss, or deliberate upon any matter within the jurisdiction of the committee, and shall not make any agreement to take or refrain from taking any particular course of action, except during the course of a public meeting.

III. Charge

As directed by the board, superintendent or designee, the committee ~~shall serve at the pleasure of~~ shall consult and provide advice to the Board of Education and superintendent in an advisory capacity on matters pertaining to curriculum, instructional standards and~~,~~ instructional and student services. Final authority for ~~Curriculum~~curriculum, ~~Standards~~instructional standards, ~~Instruction~~instructional~~,~~ and ~~Student~~ student ~~Services~~ services lies with the Board of Education ("board").~~.~~

IV. Function

The work of the committee shall be aligned with board priorities and available resources, including staff time. At the board's direction, the committee may collect information, respond to important issues, review materials and develop recommendations. It may also meet and share information, interpretations or recommendations with other committees and district administration pertaining to curriculum, standards, instruction and student services.

In implementing the charge and functions, the committee shall review items and ~~make recommendations to~~advise the board regarding:

A. Alignment of instructional programs with the ~~Strategic Plan and Local Control Accountability Plan~~ district's strategic plan and local control and accountability plan.

B. Proposed educational programs and course requirements, textbook adoptions, other instructional materials, and related staff development.

C. Proposed educational programs, projects, standards, curriculum and assessments.

D. Proposed accountability programs and policies, including student assessment and data review.

E. District policies and regulations governing student behavior and discipline/climate goals and objectives.

~~The committee shall also provide written and oral presentations to the board as requested, or at the committee's initiative.~~

V. Meetings

A. Regular committee meetings shall be scheduled during the committee's annual organizational meeting (see section XIII).

B. Additional meetings of the committee may be called if deemed necessary by the committee chair and staff liaison to ensure adequate time is provided to meet the committee's charge.

C. All meetings shall be properly agendized in accordance with these bylaws, district policies and the Ralph M. Brown Act.

D. Meeting locations must comply with district policy and state and federal laws including provisions of the Ralph M. Brown Act.

E. Meetings shall be conducted using the San Juan Unified Rules of Order as detailed in the appendix of the Board of Education's Governance Handbook.

~~V.~~VI. Voting and Quorum

~~Visitors may address the committee, as described in Section XIV, but do not have voting privileges and do not participate in discussion with committee members.~~ For the purpose of taking action, a quorum shall consist of a simple majority of the appointed members of the committee. No action may be taken without a quorum; however, the committee may continue to meet and consider topics without a quorum. ~~Any action adopted must be approved by a simple majority of the quorum~~.

~~VI.~~VII. Staff Liaison

A. The superintendent shall appoint a senior administrative staff liaison for this committee.

B. The staff liaison shall serve as a resource, providing information and materials to the committee, as well as feedback to district administrators from the committee.

~~B.~~C. The staff liaison, or designee, shall prepare and post agendas for the committee as well as compile minutes of each meeting for the committee's approval.

~~C.~~D. The staff liaison and other district staff serve under the direction of the superintendent, who prioritizes their time and other resources. Individual committee members shall not direct staff or contact staff to request data or other information. Such requests will come from the committee chairperson to the staff liaison, who will determine if staff resources are available and if the request aligns with the priorities of the superintendent and ~~governing~~ board.

~~VII.~~VIII. Board Liaison

A. One board member will serve as liaison to the committee and will be a non-voting member of the committee.

B. The board liaison may provide a ~~board update at meetings~~brief update at committee meetings at their discretion.

C. The board liaison will provide clarification to the committee at ~~his or her~~their discretion as deemed appropriate.

~~D. The committee chair may meet with the board liaison, staff liaison, board president and superintendent as needed.~~

~~VIII.~~IX. Composition

~~The composition of the committee shall be ten (10) community members appointed by the board (two (2) appointed by each board member)~~The committee shall be composed of two appointees from each member of the board.

A. ~~Board members~~Each individual board member ~~have sole discretion and authority of appointees~~shall appoint committee members subject to ratification by a majority vote of the board.

~~A.~~B. One appointee of each board member must reside within the trustee area of the appointing board member.

~~B.~~C. Committee ~~Members~~ members may only serve on one ~~board~~ board-appointed advisory committee.

~~C.~~D. Employees who are represented by an employee group (CSEA, Confidential, Educationally Related Mental Health Worker, SJAA, SJPEC, SJTA, Supervisors, Teamsters) shall not serve as ~~board~~ board-appointed members of ~~an advisory~~the committee.

~~IX.~~X. Selection of Members

The process of selection of community members ~~shall be determined by the Board of Education and~~ is as follows:

A. The staff liaison will inform the board administrative assistant of all committee vacancies.

B. The board administrative assistant will inform the appropriate board member of vacancies.

~~B.~~C. Interested individuals will submit an application to the board administrative assistant. Applications may be submitted at any time, even if an opening is not currently available, and will be kept on file for consideration for the current school year.

D. Each board member shall appoint two community members to the committee after reviewing their application(s) by notifying the board administrative assistant who shall schedule the appointment for ratification by the board.

~~C.~~ The appointment becomes effective upon ratification of a majority of the board. ~~.~~

~~X.~~XI. Term

A. Committee members shall serve two-year terms.

B. ~~Subsequent appointee terms are at the sole discretion and authority of the appointing board member~~A committee member may only serve up to three consecutive full terms for a total of six years. Members who are appointed to fill a vacancy may complete up to three full consecutive terms if reappointed. Board members must notify the board administrative assistant of their intent to reappoint and reappointments must be ratified by majority vote of the board.

C. ~~-~~Terms will begin in ~~January and end in December~~August and end in July. Terms shall be staggered such that ~~six~~ half ~~(6) members~~of committee members' terms will expire in even-numbered years and ~~four (4)~~and the remaining half of committee members' terms will expire in odd-numbered years.

D. All members should be prepared to attend all regularly scheduled meetings. ~~Three~~ Two ~~unexcused~~ absences from regularly scheduled meetings within the academic school year~~,~~ will initiate a notice ~~and vacancy recommendation~~ to the appointing board member. The appointing board member will determine whether the committee member should continue on the ~~Curriculum, Standards, Instructional and Student Services Committee~~committee.

E. Newly elected board members will be given the option to appoint their own committee members or continue with the current ~~appointments~~appointee. New appointments are subject to ratification by a majority vote of the board.

F. The board member who appoints a committee member may remove that committee member and make a new selection, subject to ratification by a majority vote of the board, at any time by notifying the board administrative assistant.

G. Civil and appropriate behavior are expected of all committee participants. Committee members who fail to meet the requirements of board policy 0201 and the district's volunteer code of conduct are subject to removal by majority vote of the board.

H. Any existing committee members who become ineligible to serve upon adoption of these bylaws shall be allowed to complete the remainder of their term, subject to removal by their original appointing board member or under the terms of item F above.

~~A. Newly elected board members will be given the option to appoint their own committee members or continue with the current appointments.~~

~~XI.~~XII. Vacancies

A. The staff liaison and board administrative assistant shall collaborate to ~~will be responsible for informing the board administrative assistant of all vacancies~~ promptly identify any vacancies on the committee and ensure notification of the appropriate board member(s).

B. The appropriate board member shall appoint a replacement member to serve the remainder of the term. If the board member fails to make an appointment within thirty (30) days after notification, the board president will serve a written reminder notice of the need to fully staff the committee to the appropriate board member.

~~XII.~~XIII. Organizational Meeting

The annual organizational meeting of the committee shall occur at the committee's first meeting of each academic year. The committee shall do all of the following at its organizational meeting:

A. Establish an annual schedule of regular meetings. ~~The committee generally meets once each month, September through June. The committee may schedule additional meetings if desired, and may also cancel regular scheduled meetings lacking a quorum or business to conduct.~~

B. Review the committee bylaws and receive training on the Brown Act.

C. Elect committee officers. (See section XIV, below.)

~~A. Review and recommend approval of the annual report to the board.~~

~~XIII.~~XIV. Elections

Elections shall be held during the committee's organizational meeting and the committee shall:

A. Seek nominations from all eligible members.
B. With a quorum at the organizational meeting, the committee shall elect by majority vote the following officers:
    1. A chairperson who shall be elected for one year and be eligible for re-election for one additional term. The chairperson shall:
        a. Preside at all meetings
        b. Coordinate with the staff liaison in developing each meeting's agenda
        c. Work with the staff liaison to ensure compliance with the Brown Act, these bylaws and all district policies and procedures
        d. Review a draft of meeting minutes prior to their presentation to the committee
        e. Prepare or delegate the preparation of the annual summary report and any committee reports
        f. Sign all letters, reports and other communications representing the committee
        g. Meet with the board liaison, staff liaison, superintendent and/or board president as needed
    2. A vice chairperson who shall be elected for one year and be eligible for re-election for one additional term. The vice chairperson shall assume the duties of the chair in the chair's absence.
C. If the committee cannot have an election, or does not reach a majority decision, the board liaison shall select a chairperson to serve until the committee elects a successor.
D. If an officer position becomes vacant, the chairperson may appoint any eligible member in good standing to fill the remaining term of the position. If both the chairperson and vice chairperson become vacant at the same time, the board liaison shall appoint officers until such time that the committee can elect new officers at a regularly scheduled meeting.
E. Training for the chairperson and vice chairperson shall be held annually.

~~Elections shall be held at the last meeting of each academic year, and the committee shall:~~

~~A. Elect a chairperson for a term of one year, being eligible for re-election for one additional, consecutive term. The chairperson shall be responsible for coordinating with staff liaison and the committee secretary in developing each meeting's agenda; for conducting the meeting and working with the liaison to ensure compliance with the Brown Act; for reviewing a draft of the meeting minutes; and shall also be responsible for preparing or delegating the preparation of the annual summary report and any committee reports. Training for the chairperson and assistant chairperson will be held annually.~~

~~B. Elect an assistant chairperson for a period of one year, being eligible for re-election for one additional, consecutive term, who shall assist the chair in~~

~~fulfilling his/her responsibilities, and who shall conduct the meeting in the absence of the chair person.~~

~~C. If the committee cannot have an election or does not reach a clear decision, the chairperson and assistant chairperson may continue to serve until the election of the successors for a maximum of 60 days after the expiration of their terms. If no successor is elected at the end of the 60-day period, then the positions are deemed vacant, and the chairperson can act for each meeting until such a time as new chairpersons are elected. If neither is present, the meeting can be chaired by a member based on seniority of appointment with the committee.~~

~~XIV.~~XV. Agendas

To provide consistency in how the public may expect to engage with district committees, the committee's agenda and minutes format will mirror that of the school board and other appointed committees.

A. Visitor Comments
   1. General visitor comments regarding topics not on the agenda shall be heard prior to the regular committee discussion or action items.
   2. Visitor comments related to an agendized item shall be heard after the item is presented but prior to discussion by the committee to allow for consideration of comments in the committee's discussion.
   3. Visitor comments will be limited to two minutes. Time shall be extended for those who require the use of a translator or need other communication supports.
   4. Visitors must submit a speaker card to the designated committee member or staff person at the meeting informing the committee of their interest to speak.

B. Agenda Items
   1. Agenda item requests from committee members shall be forwarded to the committee chairperson and staff liaison. If the chairperson and staff liaison jointly determine that the topic meets the charge of the committee, is aligned with current board priorities and staff resources are available, the item shall be placed on a future agenda. The superintendent or superintendent's designee may also place an item on the committee agenda in preparation for a future board discussion.
   2. If the chairperson and staff liaison are not in agreement that a requested agenda item meets the charge of the committee, is aligned with current board priorities or can be met with available staff resources, the question may be appealed to the superintendent who shall make a final determination.
   3. To determine if a majority of the board would like committee input on a specific topic, the committee may, after majority vote, request that the board liaison present the topic to the board president and superintendent. At the discretion of the board president and superintendent, the item may be placed on a board agenda for discussion. A majority of the board, through action or

consent, may or may not refer the topic back to the committee for further research and discussion.

C. Posting requirements
   1. Agendas for regular meetings must be posted to the committee's webpage at least 72 hours prior to the meeting.
   2. Agendas for emergency meetings must be posted at least 24 hours prior to the meeting on the committee's webpage.
   3. Members of the public who require agendas in an alternative format may request accommodations through the committee's staff liaison

~~The agenda format and minutes will replicate that of the school board, including allowing for general visitor comment before business items, and again at the end of the meeting prior to adjournment, as well as prior to a specific business item. Visitor comments will be limited to two minutes, and visitors must submit a card informing the committee of their interest to speak.~~

~~Agenda item requests from committee members shall be forwarded to the committee chair and staff liaison. If the chair and staff liaison jointly determine that the topic meets the charge of the committee, and is aligned with current board priorities, and available staff resources, the item shall be placed on a future agenda. A board member or staff member may also place an item on the committee agenda in preparation for a future board discussion.~~

~~To determine if the majority of the board would like committee input on a topic, the committee may request that the board liaison present the topic to the board president and superintendent. At the discretion of the board president and superintendent, the item may be placed on a board agenda for discussion. A majority of the board, through action or consent, may or may not refer the topic back to the committee for further research and discussion.~~

~~XV.~~XVI. Annual and Board Reports

A. The committee chairperson will prepare an annual summary report for the board no later than June 15 of each year.

   1. The report will compare the committee activities and products with its charge and function.
   2. The report should be concise and no longer than one to two letter size pages.
   3. The report will outline work in progress, unforeseen issues and provide a summary of input and feedback collected by and generated from the committee.

B. The committee chairperson may provide update reports to the board on topics and business directly related to the committee's work.
   1. Written updates may be delivered to board members via email.

2. Time is provided on each regular agenda of the board of education for board-appointed and other district committees to provide updates. Because the specific committees and topics provided under this agenda item are not agendized in advance for public consideration, updates provided should be brief in nature and for the purpose of informing members of the board. If a topic requires or would benefit from significant board discussion or public participation it must be agendized as a business item on the board agenda and should not be presented as a committee update report. As a courtesy, the committee chair should notify the staff liaison of their intent to provide an update at a board meeting no later than noon on the day of the meeting.

~~The committee chair will prepare an annual summary (ideally, 1-2 pages) report for the Board of Education no later than November 1 of each year. This report should compare committee activities and products with its charge and function. This report will outline work in progress, foreseen issues and provide a summary of recommendations, citing advantages and disadvantages of each. The report should also contain a recommendation for continuation, modification or termination of the committee.~~

~~XVI.~~XVII. Budget

The board will determine the budget, which will cover the operating cost of all board advisory committees.

XVIII. Amendments

As the authorizing and appointing body, the Board of Education must approve changes to the committee bylaws. Amendments can be made in one of two ways:

A. A majority of the committee, at a scheduled and agendized committee meeting, may vote to recommend changes. The staff liaison will present changes supported by a majority vote to the superintendent for consideration and recommendation to the board.

B. District staff may propose revisions to align bylaws with Board of Education interests, current practices or changes to legal requirements when necessary. Such recommendations will be presented to the committee for input and feedback prior to being placed on the board agenda for consideration.

11/02/94	Approved by the Curriculum, Standards, Instructional and Student Services Committee
12/13/94	Approved by the Board of Education
03/24/98	Revised/Approved by the Board of Education
11/06/02	Revised/Approved by the Curriculum, Standards, Instructional and Student Services Committee
02/04/04	Revised/Approved by the Curriculum, Standards, Instructional and Student Services Committee
03/23/04	Revised/Approved by the Board of Education
02/02/05	Revised/Approved by the Curriculum, Standards, Instructional and Student Services Committee
04/21/10	Revised/Approved by the Curriculum, Standards, Instructional and Student Services Committee
06/15/10	Revised/Approved by the Board of Education

407	05/26/15	Revised/Approved by the Board of Education
408	06/27/17	Revised/Approved by the Board of Education

DRAFT DOCUMENT – Redline version for March 28

SAN JUAN UNIFIED SCHOOL DISTRICT

FACILITIES COMMITTEE BYLAWS

I. Name

The name of the committee shall be the Facilities Committee.

II. Authority

The Facilities Committee, hereinafter referred to as "the committee," is a standing committee of the San Juan Unified School District Board of Education as established by formal board action and shall operate in compliance with the state's open-meeting laws (Ralph M. Brown Act). In this regard, a majority of committee members shall not meet at the same time and place to hear, discuss, or deliberate upon any matter within the jurisdiction of the committee, and shall not make any agreement to take or refrain from taking any particular course of action, except during the course of a public meeting.

III. Charge

As directed by the board, superintendent or designee, the committee shall ~~serve at the pleasure of the~~consult and provide advice to the Board of Education and superintendent in an advisory capacity on matters pertaining to facilities. Final authority for ~~Facilities~~ facilities lies with the Board of Education ("board").

IV. Function

The work of the committee shall be aligned with board priorities and available resources, including staff time. At the board's direction, the committee may collect information, respond to important issues, review materials, and develop recommendations. It may also meet and share information, interpretations or recommendations with other committees and district administration pertaining to planning of facilities.

In implementing the charge and functions, the ~~Facilities Committee~~committee shall review items and advise the board regarding:

A. ~~Review and advise the board on the a~~Allocation of resources to provide adequate, safe and appropriately maintained schools.

B. ~~Review and advise the board on facilities n~~Needs of the district including proposals related to categories which may require a large expenditure of funds or may be controversial in nature.

C. ~~Review and advise the board on e~~Effective utilization of facilities due to enrollment problems caused by shifting, increasing, or declining enrollment or boundary issues.

~~The Committee shall also provide written and oral presentations to the board as requested or at the committee's initiative.~~

V. Meetings

A. Regular committee meetings shall be held as scheduled during the committee's annual

organizational meeting (see section XIII).

B. Additional meetings of the committee may be called if deemed necessary by the committee chair and staff liaison to ensure adequate time is provided to meet the committee's charge.

~~D.~~C. All meetings shall be properly agendized in accordance with these bylaws, district policies, and the Ralph M. Brown Act.

D. Meeting locations must comply with district policy and state and federal laws including provisions of the Ralph M. Brown Act.

E. Meetings shall be conducted using the San Juan Unified Rules of Order as detailed in the appendix of the Board of Education's Governance Handbook.

~~V.~~VI. Voting and Quorum

~~Visitors may address the committee, as described in Section XIV, but do not have voting privileges and do not participate in discussion with committee members.~~ For the purpose of taking action, a quorum shall consist of a simple majority of the appointed members of the committee. No action may be taken without a quorum; however, the committee may continue to meet and consider topics without a quorum. ~~Any action adopted must be approved by a simple majority of the quorum.~~

~~VI.~~VII. Staff Liaison

A. The superintendent shall appoint a senior administrative staff liaison for this committee.

B. The staff liaison shall serve as a resource, providing information and materials to the committee, as well as feedback to district administrators from the committee.

~~B.~~C. The staff liaison, or designee, shall prepare and post agendas as required for the committee as well as compile minutes of each meeting for the committee's approval.

~~C.~~D. The staff liaison and other district staff serve under the direction of the superintendent, who prioritizes their time and other resources. Individual committee members shall not direct staff or contact staff to request data or other information. Such requests will come from the committee chairperson to the staff liaison, who will determine if staff resources are available and if the request aligns with the priorities of the superintendent and ~~governing~~ board.

~~VII.~~VIII. Board Liaison

A. One board member will serve as liaison to the committee and will be a non-voting member of the committee.

B. The board liaison may provide ~~a board update at meetings~~a brief update at committee meetings at their discretion.

C. The board liaison will provide clarification to the committee at ~~his or her~~their discretion as deemed appropriate.

~~D. The committee chair may meet with the board liaison, staff liaison, board president and superintendent as needed.~~

~~VIII.~~IX. Composition

~~The composition of the committee shall be ten (10) community members appointed by the board (two (2) appointed by each board member).~~The committee shall be composed of two appointees from each member of the board.

A. ~~Board members~~Each individual board member ~~have sole discretion and authority of appointees.~~ shall appoint committee members subject to ratification by a majority vote of the board.

~~A.~~B. One appointee of each board member must reside within the trustee area of the appointing board member.

~~B.~~C. ~~Members~~ Committee members may only serve on one board~~-~~appointed advisory committee.

~~C.~~D. Employees who are represented by an employee group (CSEA, Confidential, Educationally Related Mental Health Worker, SJAA, SJPEC, SJTA, Supervisors, Teamsters) shall not serve as ~~board~~ board-appointed members of ~~an advisory~~the committee.

~~IX.~~X. Selection of Members

The process for selection of community members ~~shall be determined by the Board of Education~~ is as follows:

A. The staff liaison will inform the board administrative assistant of all committee vacancies.

B. The board administrative assistant will inform the appropriate board member of vacancies.

~~B.~~C. Interested individuals will submit an application to the board administrative assistant. Applications may be submitted at any time, even if an opening is not currently available, and will be kept on file for the current school year.

~~C.~~D. Each board member shall appoint two community members to the committee after reviewing their applications by notifying the board administrative assistant who shall schedule the appointment for ratification by the board. The appointment becomes effective upon ratification by majority vote of the board.

~~X.~~XI. Term

A. Committee members shall serve two-year terms.

B. ~~Subsequent appointee terms are at the sole discretion and authority of the appointing board member~~A committee member may only serve up to three consecutive full terms for a total of six years. Members who are appointed to fill a vacancy may complete up to three full consecutive terms if reappointed. Board members must notify the board administrative assistant of their intent to reappoint and reappointments must be ratified by majority vote of the board.

C. Terms will begin in ~~January and end in December~~August and end in July. Terms shall be staggered such that ~~six (6)~~half of the committee members' terms will expire in even-

numbered years and ~~four (4)~~the remaining half of committee members' terms will expire in odd-numbered years.

D. ~~.~~All members should be prepared to attend all regularly scheduled meetings. ~~Three~~ Two ~~unexcused~~ absences from regularly scheduled meetings within the academic school year~~,~~ will initiate a notice ~~vacancy recommendation~~ to the appointing board member. The appointing board member will determine whether the committee member should continue on the ~~Facilities C~~committee.

E. Newly elected board members will be given the option to appoint their own committee members or continue with the current ~~appointments~~appointee. New appointments are subject to ratification by majority vote of the board.

F. The board member who appoints a committee member may remove that committee member at any time. A new appointment may then be made, subject to ratification of majority vote of the board, by notifying the board administrative assistant.

G. Civil and appropriate behavior are expected of all committee participants. Committee members who fail to meet the requirements of board policy 0201 and the district's volunteer code of conduct are subject to removal by majority vote of the board.

H. Any existing committee members who become ineligible to serve upon adoption of these bylaws shall be allowed to complete the remainder of their term, subject to removal by their original appointing board member or under the terms of item F above.

~~XI.~~XII. Vacancies

A. The staff liaison ~~will be responsible for informing the board administrative assistant of all vacancies~~and board administrative assistant shall collaborate to promptly identify any vacancies on the committee and ensure notification of the appropriate board member(s).

~~A.~~B. The appropriate board member shall appoint a replacement member to serve the remainder of the term. If the board member fails to make an appointment within thirty (30) days after notification, the board president will serve a written reminder notice of the need to fully staff the committee to the appropriate board member.

~~XII.~~XIII. Organizational Meeting

The annual organizational meeting of the committee shall occur at the committee's first meeting of each academic year. The committee shall do all of the following at its organizational meeting:

A. Establish an annual schedule of regular meetings. ~~The committee generally meets once each month, September through June. The committee may schedule additional meetings if desired, and may also cancel regularly scheduled meetings lacking a quorum or business to conduct.~~

B. Review the committee bylaws and receive training on the Brown Act.

C. Elect committee officers. (See section XIV, below.)

~~D. Review and recommend approval of the annual report to the board.~~

~~XIII.~~XIV. Elections

Elections shall be held during the committee's organizational meeting, and the committee shall: ~~at the last meeting of each academic year, and the committee shall~~:

A. Seek nominations from all eligible committee members.

B. With a quorum at the organizational meeting, the committee shall elect by majority vote the following officers:

- 1. A chairperson elected for one year, and be eligible for re-election for one additional term. The chairperson shall: -
  - a. Preside at all meetings
  - b. Coordinate with the staff liaison in developing each meeting's agenda
  - c. Work with the staff liaison to ensure compliance with the Brown Act, these bylaws and all district policies and procedures
  - d. Review a draft of meeting minutes prior to their presentation to the committee
  - e. Prepare or delegate the preparation of the annual summary report and any committee reports
  - f. Sign all letters, reports and other communications representing the committee
  - g. Meet with the board liaison, staff liaison, superintendent and/or board president as needed
- 2. A vice chairperson elected for one year, and be eligible for re-election for one additional term. The vice chairperson shall assume the duties of the chair in the chair's absence.

~~A. Elect a chairperson for a term of one year, being eligible for re-election for one additional, consecutive term. The chairperson shall be responsible for coordinating with staff liaison and the committee secretary in developing each meeting's agenda; for conducting the meeting and working with the liaison to ensure compliance with the Brown Act; for reviewing a draft of the minutes; and shall also be responsible for preparing or delegating the preparation of the annual summary report and any committee reports. Training for the chairperson and assistant chairperson will be held annually.~~

~~B. Elect an assistant chairperson for a term of one year, being eligible for re-election for one additional, consecutive term, who shall assist the chair in fulfilling his/her responsibilities, and who shall conduct the meeting in the absence of the chairperson.~~

C. If the committee cannot have an election or does not reach a ~~clear~~ majority decision, ~~the chairperson and assistant chairperson may continue to serve until the election of the their successors for a maximum of 60 days after the expiration of their terms. If no successor is elected at the end of the 60-day period, then the positions are deemed vacant, and the chairpersons can act for each meeting until such a time as new chairpersons are elected. If neither is present, the meeting can be chaired by a member based on seniority of appointment with the committee.~~the board liaison shall select a chairperson to serve until the committee elects a successor.

D. If an officer position becomes vacant, the chairperson may appoint any eligible member in good standing to fill the remaining term of the position. If both the chairperson and vice chairperson become vacant at the same time, the board liaison shall appoint officers until such time that the committee can elect new officers at a regularly scheduled meeting.

~~C.~~E. Training for the chairperson and vice chairperson shall be held annually.

~~XIV.~~XV. Agendas

~~The agenda format and minutes will replicate that of the school board, including allowing for general visitor comment before business items, and again at the end of the meeting prior to adjournment, as well as prior to a specific business item. Visitor comments will be limited to two minutes, and visitors must submit a card informing the committee of their interest to speak.~~

~~Agenda item requests from committee members shall be forwarded to the committee chair and staff liaison. If the chair and staff liaison jointly determine that the topic meets the charge of the committee, and is aligned with current board priorities and available staff resources, the item shall be placed on a future agenda. A board member or staff member may also place an item on the committee agenda in preparation for a future board discussion.~~

~~To determine if the majority of the board would like committee input on a topic, the committee may request that the board liaison present the topic to the board president and superintendent. At the discretion of the board president and superintendent, the item may be placed on a board agenda for discussion. A majority of the board, through action or consent, may or may not refer the topic back to the committee for further research and discussion.~~

To provide consistency in how the public may expect to engage with district committees, the committee's agenda and minutes format will mirror that of the school board and other appointed committees.

A. Visitor Comments
   1. General visitor comments regarding topics not on the agenda shall be heard prior to the regular business discussion or action items.
   2. Visitor comments related to an agendized item shall be heard after the item is presented but prior to discussion by the committee to allow for consideration of comments in the committee's discussion.
   3. Visitor comments will be limited to two minutes. Time shall be extended for those who require the use of a translator or need other communication supports.
   4. Visitors must submit a speaker card to the designated committee member or staff person at the meeting informing the committee of their interest to speak.

B. Agenda Items
   1. Agenda item requests from committee members shall be forwarded to the committee chairperson and staff liaison. If the chairperson and staff liaison jointly determine that the topic meets the charge of the committee, is aligned with current board priorities, and staff resources are available, the item shall be placed on a future agenda. The superintendent or superintendent's designee may also place an item on the committee agenda in preparation for a future board discussion.
   2. If the chairperson and staff liaison are not in agreement that a requested agenda item meets the charge of the committee, is aligned with current board priorities, or can be met with available staff resources, the question may be appealed to the superintendent who shall make a final determination.
   3. To determine if a majority of the board would like committee input on a specific topic, the committee may, after majority vote, request that the board liaison present the topic to the board president and superintendent. At the discretion of the board president and superintendent, the item may be placed on a board agenda for discussion. A majority of the board, through action or consent, may or may not refer the topic back to the committee for further research and discussion.

C. Posting Requirements
   1. Agendas for regular meetings must be posted to the committee's webpage at least 72 hours prior to the meeting.

2. Agendas for emergency meetings must be posted at least 24 hours prior to the meeting on the committee's webpage.
3. Members of the public who require agendas in an alternative format may request accommodations through the committee's staff liaison.

~~XV.~~XVI. Annual and Board Reports

A. The committee chairperson will prepare an annual summary report for the board no later than June 15 of each year.
   1. The report will compare committee activities and products with its charge and function.
   2. The report should be concise and no more than one to two letter size pages.
   3. The report will outline work in progress, unforeseen issues, and provide a summary of input and feedback collected by and generated from the committee.

B. The committee chairperson may provide update reports to the board on topics and business directly related to the committee's work.
   1. Written updates may be delivered to board members via email.
   2. Time is provided on each regular agenda of the Board of Education for board-appointed and other district committees to provide updates. Because the specific committees and topics provided under this agenda item are not agendized in advance for public consideration, updates provided should be brief in nature and for the purpose of informing members of the board. If a topic requires or would benefit from significant board discussion or public participation it must be agendized as a business item on the board agenda and should not be presented as a committee update report. As a courtesy, the committee chair should notify the staff liaison of their intent to provide an update at a board meeting no later than noon on the day of the meeting.

~~The committee chair will submit an annual summary (ideally, 1-2 pages) report for the Board of Education no later than November 1 of each year. This report should compare committee activities and products with~~

~~its charge and function. This report will outline work in progress, foreseen issues and provide a summary of recommendations, citing advantages and disadvantages of each. The report should also contain a recommendation for continuation, modification or termination of the committee.~~

~~XVI.~~XVII. Budget

The board will determine the budget, which will cover the operating costs of all board advisory committees.

XVIII. Amendments

As the authorizing and appointing body, the Board of Education must approve changes to the committee bylaws. Amendments can be made in one of two ways:

A. A majority of the committee, at a scheduled and agendized committee meeting, may vote to recommend changes. The staff liaison will present changes supported by a majority vote to the superintendent, or designee, for consideration and recommendation to the board.

B. District staff may propose revisions to align the bylaws with Board of Education interests, current practices or changes to legal requirements when necessary. Such recommendations will be presented to the committee for input and feedback prior to being placed on the board agenda for consideration.

Approved by the Facilities/Transportation/Finance Committee:
12/6/94 Approved by the Board of Education: 12/13/94
Revised/Approved by the Board of Education: 3/24/98
Revised/Adopted by FT & F 3-06-12
Revised/Approved by the Board of Education 10-9-2012
Revised/Approved by the Board of Education: 6/23/15
Revised/Approved by the Board of Education: 6/27/17
Revised/Approved by the Board of Education: 08/28/2018

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2022-2023

APRIL 11

Recognition: Week of the Young Child (Apr. 15-21) – A	Townsend-Snider
Recognition: School Bus Driver's Appreciation Day (Apr. 25) – A	Oropallo
Instructional Materials Adoptions – D	Schnepp
New High School Courses – D	Schnepp
SJTA Initial Proposal for Contract Reopeners 2023-2024 – PC [Discussed 03/28/23]	Thigpen
CSEA Initial Proposal for Contract Reopeners 2023-2024 – D	Thigpen
Williams Complaint Report – R	Simlick
Proposed Board Meeting Dates for 2023-2024 – A	Board
*Governance Handbook – A [Discussed 01/24/23 & 03/28/23]	Allen

APRIL 25

Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 10) – A	Calvin
Expanded Learning Opportunities Update (Secondary) – R	Schnepp
Technology Update – R	Skibitzki
CSEA Initial Proposal for Contract Reopeners 2023-2024 – PC [Discussed 04/11/23]	Thigpen
District's Initial Bargaining Proposal with SJTA for Contract Reopeners 2023-2024 – D	Thigpen
*Instructional Materials Adoptions – A [Discussed 04/11/23]	Schnepp
*New High School Courses – A [Discussed 04/11/23]	Schnepp

MAY 9

Recognition: California Day of the Teacher (May 10) – A	Oropallo
Recognition: National Speech Pathologist Day (May 18) – A	Calvin
Recognition: Classified School Employee Week (May 21-27) – A	Oropallo
English Learner Update – R	Calvin
Expanded Learning Opportunities Update (Elementary) – R	Townsend-Snider
District's Initial Bargaining Proposal with SJTA for Contract Reopeners 2023-2024 – PC/A [Discussed 04/25/23]	Thigpen
Hearing Officer's Recommendation-2023 RIF (if applicable) – A	Simlick
*Approval of CTE 2023 Advisory Committee Roster – A	Schnepp
*Head Start/Early Head Start COLA Funding Allocation 2023-2024 – A	Townsend-Snider
*Resolution: CSPP Continued Funding Application Designated Personnel 2023-2024 – A	Townsend-Snider

MAY 23

Recognition: National Science Bowl (if applicable) – A	Schnepp
Recognition: Science Olympiad (if applicable) – A	Schnepp
Recognition: Academic Decathlon (if applicable) – A	Schnepp
Expanded Learning Opportunities Program (ELO-P) Update – R	Calvin
Early Childhood Education Update – R	Townsend-Snider
Innovative Schools Update – R	Townsend-Snider
*Head Start/Early Head Start Contract Resolution FY 2023-2024 – A	Townsend-Snider

JUNE 13

Public Hearing: LCAP – D	Tornatore
Public Hearing: LCAP/Choices Charter School – D	Ginter
Early Literacy Support Block Grant Annual Report – R	Townsend-Snider
Public Hearing: Adoption of the 2023-2024 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
*CIF Superintendent Designation of Representatives 2023-2024 – A	Schnepp
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider

sc: updated 3/22/2023 10:50 AM

JUNE 27

Update Dress Code Policy – D	Schnepp
California School Dashboard Local Indicators – R	Tornatore
LCAP – A [Public Hearing 06/13/23]	Tornatore
Choices Charter School California School Dashboard Local Indicators – R	Ginter
LCAP Choices Charter School – A [Public Hearing 06/13/23]	Ginter
Adoption of the 2023-2024 Budget – A [Public Hearing 06/13/23]	Stahlheber
*2022-2023 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2021-2022 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber
*CARES Act Budget Modification (ECE) – A	Townsend-Snider
*2023-2024 School Plan for Student Achievement (SPSAs) – A	Calvin

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

sc: updated 3/22/2023 10:50 AM