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
Saul Hernandez, Clerk
Ben Avey, Member
Paula Villescaz, Member
Tanya Kravchuk, Member
Vacant, 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
April 11, 2023

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:15 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 – 5:15 p.m.

1. Student expulsions in four cases (Education Code section 48918[f]).
2. 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).
3. Personnel matters – public employee appointment/employment – interim deputy superintendent (Government Code section 54957).

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

D. APPROVAL OF THE MINUTES

1. March 28, 2023, regular meeting, pages 2502-2505.
2. March 31, 2023, special meeting, pages 2506-2507.

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

1. Recognitions

a. Week of the Young Child (Townsend-Snider)
Action: Adoption of Resolution No. A-422 proclaiming the week of April 1-7 as the Week of the Young Child.

b. California School Bus Driver's Appreciation Day (Oropallo)
Action: Adoption of Resolution No. A-423 proclaiming April 25 as California School Bus Driver's Appreciation Day.

2. High School Student Council Reports

3. Staff Reports

4. Board-appointed/District Committees
5. Employee Organizations
6. Other District Organizations
7. Closed Session/Expulsion Actions (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:50 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-5 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-5, 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 pre-retirement reduced workload.

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

3. Acceptance of the following gifts:
Bella Vista High School: from Sacramento Region Community Foundation – for 2023 Ose Family Community Service Award: $1,000.
Camp Winthers: from Paul A. Krumhaus: $500.
El Camino Fundamental High School: from Sacramento Region Community Foundation – for 2023 Ose Family Community Service Award: $1,000.

4. *Approval of the proposed revisions to the Board Governance Handbook. (Discussed: 12/13/2022, 01/24/2023, 03/28/2023).

5. *Certification that the March 28, 2023, regular meeting, absence of board member Zima Creason occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Instructional Materials Adoptions – 7:25 p.m. (Schnepp)
Material provided.

Discussion: regarding Report IIs related to the new instructional materials adoptions for English/Language Arts: English 1-4, Advanced Placement (AP) Language and Composition, AP Literature and Composition, Expository Reading and Writing Course (ERWC), International Baccalaureate (IB) English I-II; History-Social Science: Economics, Ethnic Studies, IB History of the Americas; Math: Integrated Math 1-3, Elementary Statistics, AP Statistics, Precalculus, AP Calculus A/B and B/C; Science: Physics of the Universe, Anatomy and Physiology, Crime Science, Physical Anthropology; and World Languages: French 1-4, IB French I-II, AP French. Action anticipated: 04/25/2023.

2. New High School Courses – 7:50 p.m. (Schnepp)
Material provided.

Discussion: regarding new proposed high school courses for 2023-2024. Action anticipated: 04/25/2023.

3. Board Policy Revisions – 8:05 p.m. (Simlick)
Material provided.

Discussion: regarding the proposed revisions to the following board policies: Board Policy 0410 Nondiscrimination in District Programs and Activities, Board Policy 5145.3 Nondiscrimination/

Harassment, Board Policy 5146 Married/Pregnant/Parenting Students, and Board Policy 6142.7 Physical Education And Activity. Action anticipated: 04/25/2023.

4. Williams Complaint Report – 8:10 p.m. (Simlick)
Material provided.

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

5. San Juan Teachers Association Initial Proposal for Contract Reopeners 2023-2024 – 8:15 p.m. (Thigpen)
Material provided. (Discussed: 03/28/2023)

Public Comment: regarding the bargaining interests of the San Juan Teachers Association.

6. Proposed Board Meeting Dates for 2023-2024 – 8:20 p.m. (Board)
Material provided.

Action: The superintendent is recommending that the board review and approve the proposed board meeting dates for the 2023-2024 school year.

7. Committee Representatives – 8:25 p.m. (Board)
Material provided.

Action: The superintendent is recommending that the board select committee representatives to serve the remainder of 2023.

J. BOARD REPORTS – 8:30 p.m.

K. FUTURE AGENDA – 8:40 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 – 8:45 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 28, 2023

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

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The March 28 regular meeting was called to order by the vice president, Pam Costa. The board meeting was held in person and was also streamed to the district's YouTube channel.

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

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 discuss 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).

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., the meeting was called back to order by the vice president, Pam Costa. Four members of the Del Campo High School Air Force Jr. ROTC led the group in the Pledge of Allegiance. On behalf of the board, Ms. Costa honored the memory of board member Steve Miller which was followed by a moment of silence.

Minutes Approved (D)
It was moved by Mr. Avey, seconded by Mr. Hernandez, that the minutes of the March 14 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [AYES: Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None; ABSENT: Creason].

High School Student Council Reports (E-1)
High School Student Council representatives Jordan Saltonstall and Isabella Villarreal from Mesa Verde High School and Josh Laeber and Jordan Bickell from Del Campo High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (E-2)
Superintendent Bassanelli shared information regarding the vacancy in trustee area 7.

Closed Session/Expulsion Actions (E-6)
There were no closed session actions to report.

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

Consent Calendar Approved (G-1/G-11)
It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, that the consent calendar items G-1 through G-11 be approved. MOTION CARRIED UNANIMOUSLY [AYES: Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None; ABSENT: Creason].

Personnel (G-1)
Appointments, leaves of absence, separations and job description/salary range change – approved as submitted.

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

Business/Financial Report (G-3)
Notices of completion – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Family and Community Engagement, Mesa Verde High School and San Juan 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.

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

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

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

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

Resolution No. 4076: Coleman Elementary School Notice of Award Contract (G-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.

Bond Oversight Committee Membership (G-11)
Approval of two new members to the Bond Oversight Committee – Oleg Shishko (member of taxpayer association) and Sonja Lopez (San Juan Unified Parent-Teacher Association member).

District K-12 Mathematics Update (I-1)
Assistant Superintendent of Secondary Education and Programs Kristan Schnepp introduced K-12 Mathematics Program Specialist Elizabeth Julienne who gave a presentation on the district's K-12 mathematics program. Ms. Julienne provided background information on K-12 mathematics in the district, and she discussed academic achievement and community and practitioner feedback. Ms. Julienne explained the actions that are taking place to support the acceleration of math learning in San Juan Unified at both the district and site levels including districtwide professional learning, support for intervention practices at sites and before and after school expanded learning opportunities to engage students in mathematical thinking.

Public Comment:
Sarah Britton made comments about using School Plan for Student Achievement (SPSA) funding for math initiatives.

Ms. Villescaz commented on instructional assistants and the NBA math hoops program, and she inquired about peer supports, which Ms. Schnepp described the peer tutoring that is taking place at Bella Vista and Rio Americano high schools. Mr. Avey spoke about the engagement that took place with Rio Americano High School parents, the US Math Recovery Council and the previous comments about the SPSAs. Ms. Kravchuk made comments about interventions, professional development opportunities and Building Thinking Classrooms. Ms. Kravchuk inquired about the i-Ready data, which Ms. Julienne answered. Ms. Costa asked if the summer math recovery program still had space available for teachers and how the information is disseminated, which Ms. Julienne addressed.

2023-2024 District Transportation Plan (I-2)
Chief Operations Officer Frank Camarda provided background information on the district's transportation program, and he presented the 2023-2024 District Transportation Plan for approval, as required per Education Code section 39800.1. Board members asked questions and made comments, which Mr. Camarda and Director of Transportation Robert Ozenberger addressed. It was moved by Ms. Villescaz, seconded by Mr. Avey, that the 2023-2024 District Transportation Plan be approved. MOTION CARRIED UNANIMOUSLY [AYES: Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None; ABSENT: Creason].

San Juan Teachers Association Initial Proposal for Contract Reopeners 2023-2024 (I-3)
Executive Director of Labor Relations and Government Affairs Daniel Thigpen presented the San Juan Teachers Association initial proposal for contract reopeners for 2023-2024 for discussion. There being no comments or questions from the board, public comment was scheduled for April 11.

Governance Handbook (I-4)
Mr. Allen presented the proposed revisions to the Governance Handbook, which includes the addition of the new San Juan Unified Rules of Order. Board members discussed two main topics – virtual public comment and voting after an absence. Mr. Avey expressed thanks for the San Juan Rules of Order and he expressed support for adding a section on virtual public comment in real time. Ms. Villescaz expressed her concerns about allowing virtual public comment, noting that written comments provide an option for the public to engage. Ms. Kravchuk encouraged exploring options about how technology can be incorporated into the board meeting. Mr. Hernandez said he prefers the current use of emails, phone calls and in-person comments, noting that since the students are attending school in-person then public comment should also be made in person. Ms. Villescaz said that she aligns with Mr. Hernandez, sharing that she is not in favor of adding a blanket virtual comment section. Ms. Costa said that she concurs with Mr. Hernandez, noting that the public has many avenues to contact board members and she has no interest in virtual public comment. Board members then discussed abstaining from voting on the minutes after a board member absence. Ms. Costa made comments about how a board member would know if the minutes are correct if they were absent. Mr. Hernandez agreed that even though it is customary practice for a board member to abstain from voting on the minutes after an absence, that board members should be given the option to vote as they want. Mr. Avey expressed support for retaining the right to vote no. Ms. Kravchuk said she is against giving direction on how to vote. Action was scheduled for April 11.

Curriculum, Standards, Instructional and Student Services and Facilities Committee Bylaw Revisions (I-5)
Chief of Staff Trent Allen presented the proposed revisions to the Curriculum, Standards, Instructional and Student Services Committee (C&S) and Facilities Committee bylaws, highlighted the sections and language that changed since the last discussion. Board members thanked Mr. Allen for incorporating their feedback into the document. It was moved by Mr. Avey, seconded by Ms. Kravchuk, that the proposed revisions to the Curriculum, Standards, Instructional and Student Services Committee and Facilities Committee bylaws be approved. MOTION CARRIED UNANIMOUSLY [AYES: Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None; ABSENT: Creason].

Board Reports (J)
Mr. Avey reported that he has visited several school sites, noting that he is now a member of the House of Tiyaga at Northridge Elementary School.

Mr. Hernandez shared that he had a great visit to Laurel Ruff Transition School as part of the Principal for a Day event.

Ms. Villescaz acknowledged that Assemblyman Josh Hoover named Tanya Kravchuk the 2023 Woman of the Year for Assembly District 7.

Ms. Kravchuk shared information about the recent Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) meeting that she attended.

Future Agenda (K)
Ms. Kravchuk requested an update on safety improvements at school sites, specifically fencing and door locks.

Adjournment (L)
At 8:19 p.m., there being no further business, the regular meeting was adjourned in memory of Steve Miller.

_____ _____
Zima Creason, Board President Melissa Bassanelli, Secretary

Approved: _____
:sc

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

Board of Education Minutes
March 31, 2023

Special Meeting
Board of Education
4:00 p.m.

Open Session/Call to Order/Pledge of Allegiance (A)
The March 31 special meeting was called to order by the vice president, Pam Costa, and she led the group in the Pledge of Allegiance. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call
Present:
Zima Creason, president (via teleconference)
Pam Costa, vice president
Ben Avey, member
Paula Villescaz, member
Tanya Kravchuk, member
Saul Hernandez, member
Absent:
Vacant, clerk

Election of Clerk (B-1)
Ms. Costa asked for nominations for the clerk position.

It was moved by Ms. Villescaz, seconded by Ms. Creason, that Mr. Hernandez be elected clerk. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None].

It was moved by Ms. Kravchuk that Mr. Avey be elected clerk. Hearing no second, the motion was not considered.

Process to Fill Area 7 Trustee Vacancy (B-2)
Chief of Staff Trent Allen and General Counsel Linda Simlick gave a presentation on the process to fill the area 7 trustee vacancy due to the recent passing of board member Steve Miller. Mr. Allen explained the two options that are available – either making a provisional appointment or authorizing a special election. Mr. Allen provided details regarding the two options, noting the cost and timeline of each. Superintendent Bassanelli said that she polled other local school districts and it is common practice for districts to make a provisional appointment.

Public Comments:
Mona Graham expressed support for a special election.

Tim Schafer expressed support for a special election.

Katie Reid expressed support for a special election.

Jay Martinez expressed support for a special election.

Albert Fox expressed support for a special election.

Board members shared their viewpoints about the two options, noting their reasons for and against each option. Board members also asked clarifying questions, which staff addressed. After board members finished a lengthy discussion regarding the two options, two motions were considered.

It was moved by Ms. Villescaz, seconded by Ms. Creason, that the process to fill the area 7 trustee vacancy by provisional appointment be approved. MOTION FAILED 3-3 [AYES: Creason, Costa, Villescaz; NOES: Avey, Kravchuk, Hernandez].

It was moved by Mr. Avey, seconded by Ms. Kravchuk, that the process to fill the area 7 trustee vacancy by special election be approved. MOTION FAILED 3-3 [AYES: Avey, Kravchuk, Hernandez; NOES: Creason, Costa, Villescaz].

After the board continued with additional extensive discussion, another motion was considered.

It was moved by Mr. Avey, seconded by Ms. Kravchuk, that the process to fill the area 7 trustee vacancy by special election be approved. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Costa, Avey, Villescaz, Kravchuk, Hernandez; NOES: None].

Adjournment (C)
At 5:05 p.m., there being no further business, the special meeting was adjourned.

_____ _____

Zima Creason, Board President Melissa Bassanelli, Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-1 (a)

MEETING DATE: 04/11/2023

SUBJECT: Week of the Young Child 2023

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

DEPARTMENT: Early Childhood Education

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. A-422, proclaiming the week of April 1-7, 2023, as the Week of the Young Child.

RATIONALE/BACKGROUND:
The Week of the Young Child is formally recognized by early childhood education professionals throughout the United States each year in April. In support of this nationally recognized event, the San Juan Unified School District's Early Childhood Education Department involves school staff, students and community members in celebrating the Week of the Young Child.

ATTACHMENT(S):
A: Resolution No. A-422
B: Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

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: 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 ATS
Melissa Bassanelli, Superintendent of Schools MBz

SAN JUAN UNIFIED SCHOOL DISTRICT

Resolution No. A-422

WEEK OF THE YOUNG CHILD
April 1-7, 2023

WHEREAS, the San Juan Unified School District has a commitment to encourage and support learning beginning at birth and continuing throughout a person's life; and

WHEREAS, April 1-7, 2023, is being recognized as Week of the Young Child throughout the United States; and

WHEREAS, the Early Childhood Education Department has primary responsibility for providing quality educational, social, and emotional services to meet the diverse needs of thousands of families and children in the infant/toddler, preschool and before and after school programs; and

WHEREAS, thousands of parents receive their first parent education and parent involvement experiences through the Early Childhood Education Department; and

WHEREAS, hundreds of children receive mental and physical health follow-up through the Early Childhood Education Department; and

WHEREAS, other departments and programs such as Birth and Beyond, Adult Education, Special Education, Student Assistance and Prevention Programs and P-6 teachers, counselors, nurses and administrators serve as partners with the Early Childhood Education Department;

NOW, THEREFORE, BE IT RESOLVED by the San Juan Unified School District Board of Education, that it recognizes the week of April 1-7, 2023, as Week of the Young Child in honor of the outstanding services provided by Early Childhood Education staff members in the San Juan Unified School District; and

BE IT FURTHER RESOLVED that the district commends San Juan's Early Childhood Education administrators, teachers and other staff members for their significant contributions to the education of infants, toddlers, preschoolers, and young children in our community.

Attested to this 11th day of April 2023

Melissa Bassanelli, Superintendent of Schools

Zima Creason, President

Pam Costa, Vice President

Saul Hernandez, Clerk

Ben Avey, Member

Paula Villescaz, Member

Tanya Kravchuk, Member

Vacant, Member

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

Early Childhood Education

San Juan Unified School District
Board of Education
April 11, 2023

1

Let's Celebrate the Week of the Young Child

Each year the National Association for the Education of Young Children (NAEYC) encourages us to recognize **April 1-7, 2023** as the Week of the Young Child.



2



Music Monday

Tasty Tuesday

Work Together Wednesday

Artsy Thursday

Family Friday

3

Infants and Toddlers - Pregnancy to 3 years



First 5 Playgroup



Home-Based Program



Infant-Toddler Center-Based Program

4

Preschool Programs: 3 years to 5 years



Head Start Preschool



Early Learning Academy

5

Discovery Club

School Age (4-12 years)



Sherry Boyce –Mariemont Discovery Club



Carmichael Discovery Club

6

THANK YOU FOR ALL YOU DO IN ECE!



7

THANK YOU!!

Please contact ECE Program Manager Lisa Teal for any other ECE information or questions:
Lisa.teal@sanjuan.edu

8

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

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

MEETING DATE: **04/11/2023**

SUBJECT: California School Bus Driver's Appreciation Day

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

DEPARTMENT: Transportation

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. A-423 proclaiming April 25, 2023, as California School Bus Driver's Appreciation Day.

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

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

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: Paul Oropallo, Assistant Superintendent, Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

Resolution No. A-423

CALIFORNIA SCHOOL BUS DRIVER'S APPRECIATION DAY
April 25, 2023

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

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education hereby proudly proclaims April 25, 2023, as California's School Bus Driver's Appreciation Day to be celebrated by the district and community.

Attested to this
11th day of April, 2023

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Melissa Bassanelli
Superintendent of Schools

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Zima Creason, President

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Pam Costa, Vice President

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Saul Hernandez, Clerk

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Ben Avey, Member

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Paula Villescaz, Member

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Tanya Kravchuk, Member

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Vacant, Member

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

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	1
Separations	
Management	
Certificated	
Classified	1
Pre-Retirement Reduced Workload	2
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	
Certificated	
Classified	
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	Plummer, Misha	Prob	Principal K/6	Del Paso Manor	04/12/23

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Trzaska, Lauren	Prob	Lang/Speech/HRG Spec	Special Education-Kenneth	03/30/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Bohlouli Zanjani, Farzaneh	Prob	Instructional Assistant III	Whitney Avenue	03/27/23
New Hire	Broadhead, Teresa	Prob	Instruct Assistant Health	Health Services	03/20/23
New Hire	Core, Rebecca	Prob	Fiscal Technician II	Facilities	03/21/23
New Hire	Enochian, Michelle	Prob	Instructional Assistant I	Sierra Oaks	03/21/23
New Hire	Gladden, Jacob	Prob	Trans Oper Technician	Transportation	04/10/23
New Hire	Gregory, Kevin	Prob	Warehouse/Delivery Worker	Central Dist Warehouse	03/21/23
New Hire	Judy, Jessica	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/23/23
New Hire	Laughlin, Calvin	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/21/23
New Hire	Mohammad Jawed, Mohammad	Prob	Tech Support Specialist I	Technology Services	03/27/23
New Hire	Orchekowski, Jennifer	Prob	Instructional Assistant III	El Camino	04/10/23
New Hire	Phothisane, Ratdavan	Prob	Pool Maintenance Mechanic	M&O- Building Maintenance	04/05/23
New Hire	Rahmani, Ahmad Resha	Prob	Adm & Fam Services Tech	Central Enrollment/Family	03/20/23
New Hire	Rahmati, Sahar	Prob	Nutrition Services Worker I	Del Campo	03/08/23
New Hire	Rayford, Damorio	Prob	Nutrition Services Worker II	Nutrition Services	03/21/23
New Hire	Reyes, Erica	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/21/23
New Hire	Reyes, Theron	Prob	Custodian	M&O - Building Maintenance	03/20/23
New Hire	Romero, Larissa	Prob	Instructional Assistant III	Casa Roble	03/22/23
New Hire	Thomas, Miriam	Prob	Instruct Assistant Health	Health Services	03/20/23
New Hire	Trujillo, Tatiana	Prob	Payroll Technician I	Payroll	03/20/23
New Hire	Vue, Steve	Prob	Custodian	Thomas Edison	03/23/23
Rehire	Morse, Jerret	Prob	Elem Head Custodian	Coleman	04/03/23

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Reardon Hackman, Mary	Perm	Tch- English Lang Dev	Encina	02/11/23	06/07/23
Unpaid	Roderick, Kristen	Perm	Transitional Kindergarten	Arlington	03/13/23	05/31/23
Unpaid	Williams, Jonna	Perm	Tch-Preschool	Early Childhood Education	02/18/23	04/14/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Breeden, Reneda	Perm	Intermediate Clerk Typist	Sylvan	03/08/23	06/12/23

3. SEPARATIONS

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Bagley, Colton	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	02/06/23
Resignation	Gonzalez, Edith	Perm	Community Liaison	Central Enrollment/Family	03/22/23
Resignation	Von Striver, Jenna	Perm	Instructional Assistant I	Carmichael	03/15/23
Resignation	Wenner, Christopher	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/15/23

4. PRE-RETIREMENT REDUCED WORKLOAD

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Pre-Retirement	Alexander, Michele	Perm	Tch-English Lang Dev	Barrett	08/08/23
Pre-Retirement	Avery, Mary	Perm	Lang/Speech/Hearing Spec	Orangevale Open	08/08/23
Pre-Retirement	Bernhoft, Joyce	Perm	Teacher Grade 9/12	El Camino	08/08/23
Pre-Retirement	Franz, Catherine	Perm	Teacher Grade 7/8	Arden	08/08/23
Pre-Retirement	Fox, Michelle	Perm	Tch-English Lang Dev	Skycrest	08/08/23
Pre-Retirement	Hansen, Bruce	Perm	Teacher Grade 7/8	Churchill	08/08/23
Pre-Retirement	Jackson, Karen	Perm	Intervention Teacher	Kingwood	08/08/23
Pre-Retirement	Kortes, Roger	Perm	Teacher Grade 7/8	Pasteur	08/08/23
Pre-Retirement	Osterkamp, Jean	Perm	Teacher Grade 7/8	Barrett	08/08/23
Pre-Retirement	Perricone, Carl	Perm	Teacher Grade 9/12	Del Campo	08/08/23
Pre-Retirement	Schwartz-Edmisten, Janet	Perm	Counselor 7/8	Green Oaks ECE	08/08/23
Pre-Retirement	Schmelling, Marlene	Perm	Teacher CDPT	Pasteur	08/08/23
Pre-Retirement	Valencich, Matthew	Perm	Teacher Grade 9/12	Rio Americano	08/08/23
Pre-Retirement	Whitley, Martin	Perm	Tch-Trav Elem Clsrm-PE	Gold River	08/08/23
Pre-Retirement	Yilmaz, Irina	Perm	Teacher Grade 9/12	Mira Loma	08/08/23

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 04/11/2023

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	NA	
Other	NA	
ERRATA	NA	

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

March 15, 2023 - March 21, 2023

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	3/21/2023	The Math Learning Center	Intervention Set	$ 160,189.12	101 - Special Education
TBD	3/21/2023	Maverick Networks, Inc.	Mitel Software Assurance	$ 136,739.00	240 - Technology Services

Purchasing Contracts Board Report
Change Orders/Amendments

March 15, 2023 - March 21, 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
300243	3/16/2023	All West Coach	Field trip transportation	$ 415,000.00		$ 60,000.00	$ 475,000.00	211 - Transporation
300246	3/16/2023	Amador Stage Lines	Field trip transportation	$ 65,000.00		$ 100,000.00	$ 165,000.00	211 - Transporation
300272	3/16/2023	Delta Charter Bus	Field trip transportation	$ 140,000.00		$100,000.00	$ 240,000.00	211 - Transporation
300270	3/16/2023	Lux	Field trip transportation	$ 35,000.00		$110,000.00	$ 145,000.00	211 - Transporation

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	3/15/2023	Access Language Connection	Interpreting services	$ 865,525.00		$ 787,077.00	$ 1,652,602.00	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
105083	3/22/2023	DCA	Increase fee based on final TBR for Legette MOD for 127-9495-P1	$ 17,760.00	$ 1,008,159.00	$ 234,028.00	$ 1,259,947.00	216 - Facilities
201977	3/22/2023	DCA	Increase fee based on final TBR for Legette New Construction for 127-9512-P1	$ 1,128,932.00		$ 263,904.00	$ 1,392,836.00	216 - Facilities
305859	3/22/2023	Orrick, Herrington & Sutcliffe LLP	Increase fee based on projected legal fees through the completion of legal services for K. Johnson New Construction project 055-9512-P1	$ 50,000.00	$ 35,000.00	$ 165,000.00	$ 250,000.00	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

March 15, 2023 - March 21, 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	3/22/2023	TBD	23/214	RJ Commerial Flooring Co., Inc	Sitewide flooring for Del Campo project 207-9233-P1	$ 1,602,221.00	216 - Facilities

Other Contracts

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

New Addendum to Master Agreements

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

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

March 15, 2023 - March 21, 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	3/21/2023	Sourcewell Solicitation Number: RFP #012621-PPC	Poligon by PorterCorp	Product: Open air structures Tubular, steel, fabric, & wood shelter products, Turnkey service, Amphitheaters, Pavilions, Gazebos, Transit shelters, Walkway covers, Dugout & bleacher covers, Fabric shades	Start Date: 3/4/2021 (last date of person that signed) End Date: 3/5/2025, This Contract may be extended up to one additional one-year period upon request of Sourcewell and with written agreement by Vendor

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-4

MEETING DATE: 04/11/2023

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 approve 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: December 13, 2022 (Discussion)
Board of Education: January 24, 2023 (Discussion)
Board of Education: March 28, 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



San Juan
Unified School District

Governance Handbook

Board of Trustees

Table of Contents

San Juan Unified School District Mission 3
Shared Values 3
Equity Lens 3
District Overview 4
Roles and responsibilities of board members and the superintendent 4
Board Roles 4
Superintendent Roles 5
Board Norms 5
Trustee Areas and Representation 5
Welcoming new members 6
Annual Organizational Meeting 6
Speaking with a common voice 6
Assigning work to staff 6
Addressing conflict among board members 6
School visitations/Extracurricular Events 6
Graduations 7
Board Meetings 7
Board meeting materials 7
Placing items on board agendas 7
The role of board members during board meetings 7
Individual board member's request for information, materials or action 7
Board meeting guidelines 8
Public comments 8
Voting 8
Voting no or abstaining 8
Quorum 8
Additional Board Information 9
Board-appointed/board-approved committees 9
Electronic media 9
Complaints from community/staff 9
Agreement page 10
Appendix A – Rules of order .....

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, it is customary to 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.

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	Paula Villescaz, Member San Juan Unified School District Board of Education
_____	_____
Vacant, 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: G-5

MEETING DATE: 04/11/2023

SUBJECT: Certification of Absence: Zima Creason

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:
The board is asked to certify that the March 28, 2023, absence of Board Member Zima Creason occurred due to illness.

RATIONALE/BACKGROUND:
Per Education Code Section 35120(c) and Board Bylaw 9250, a board member may be compensated for a missed meeting due to illness, jury duty, performing services outside the meeting for the school district or a hardship deemed acceptable by the board.

ATTACHMENT(S):
N/A

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
N/A

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

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 04/11/2023

SUBJECT: Instructional Materials Adoption

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

DEPARTMENT: Division of Teaching and Learning

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

Action anticipated: April 25, 2023

RATIONALE/BACKGROUND:
As San Juan Unified School District continues to implement the state standards and new graduation requirements, it is essential that teachers and students have access to current and aligned instructional materials. To address this need, the Professional Learning & Innovation department recruited teachers and community members to review and recommend new standard-aligned textbooks and materials for adoption.

ATTACHMENT(S):
1: Presentation
2: Textbook Adoptions Report IIs

- English/Language Arts: English 1-4, Advanced Placement (AP) Language and Composition, AP Literature and Composition, Expository Reading and Writing Course (ERWC), International Baccalaureate (IB) English I-II
- History-Social Science: Economics, Ethnic Studies, IB History of the Americas
- Math: Integrated Math 1-3, Elementary Statistics, AP Statistics, Precalculus, AP Calculus A/B and B/C
- Science: Physics of the Universe, Anatomy and Physiology, Crime Science, Physical Anthropology
- World Languages: French 1-4, IB French I-II, AP French

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/22/2023, 03/29/2023 (discussion and action). Please see Textbook Adoptions Reports IIs for additional detail.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

FISCAL IMPACT:
Current Budget: $6,298,933.21
Additional Budget: $ N/A
Funding Source: Prop 20 Lottery Funds & K-12 Instructional Materials Reserve (locally restricted) Instructional Technology Funds

Current Year Only ☐ On-going ☒

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

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

Instructional Materials Adoption Recommendations

San Juan Unified School District
Board of Education

April 11, 2023

1

Our Purpose

- To ensure that we have completed the adoption process thoroughly and thoughtfully
- To be transparent about critical information regarding the recommended instructional materials

2

Materials Recommendations

Science

- Physics of the Universe
- Physiology*
- Crime Science*
- Physical Anthropology*

Math

- Integrated Math 1 - 3
- Elementary Statistics
- Advanced Placement (AP) Statistics*
- Precalculus
- Advanced Placement (AP) Calculus

World Languages

- French 1-4
- International Baccalaureate (IB) French I and II*
- Advanced Placement (AP) French*

*small adoptions

3

San Juan Unified School District

Materials Recommendations

English Language Arts

- English 1-4
- Advanced Placement (AP) Language
- Advanced Placement (AP) Literature
- Expository Reading and Writing Course (ERWC)*
- International Baccalaureate (IB) English I and II*

History-Social Science

- Economics
- Ethnic Studies
- International Baccalaureate (IB) History of the Americas*

* small adoptions

4

San Juan Unified School District

Small Adoptions

- Adoptions did not follow the traditional two-cycle pilot process
- The courses may be offered in a very limited scope across the district and/or sometimes with limited instructional materials options

5

San Juan Unified School District

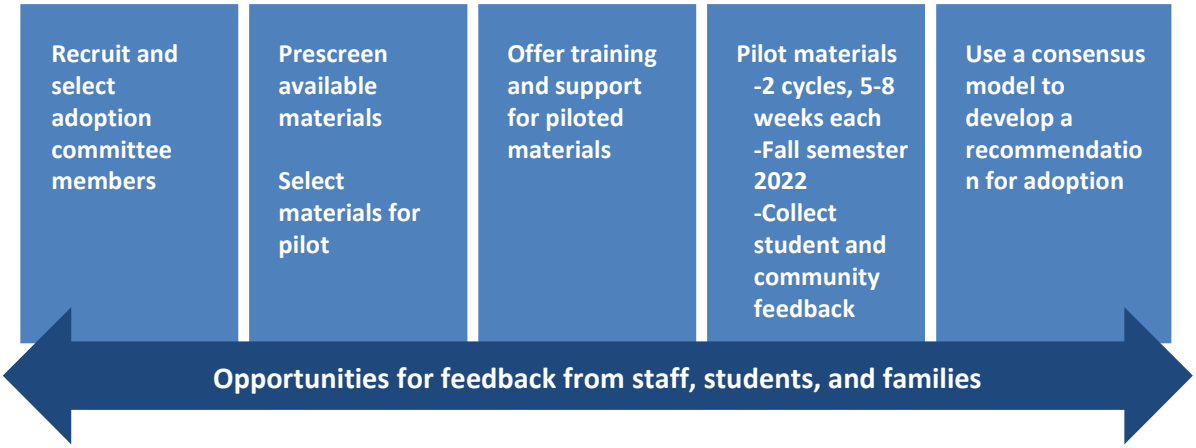
Selection Criteria

- Content alignment with standards
- Program organization
- Assessment
- Universal access
- Instructional planning and teacher support
- Technology - digital tools
- Social content

6

San Juan Unified School District

Stages of the Process



7

Physics of the Universe

2021-2022

- Pilot teachers unable to support either program after completing the pilot process
- Committee in agreement to postpone the pilot/adoption process and start the process again in late spring

2022-2023

- May 2022 - Committee met and recommended 3 materials for pilot
- July 2022 - Committee met for training and planning
- August - December 2022 - Materials piloted in classrooms
- January 2023 - Committee met for two full days recommend materials and determine scope and sequence for implementation

8

Materials, Equipment, and Consumables Cost

Item	Cost
Instructional Materials	$5,265,975.07
Equipment (one time purchase for Physics of the Universe)	$120,250.01
Ongoing Lab Supplies for Science Adoptions	$65,000

Total materials, equipment, and science consumables cost: $5,451,225.08

9

Technology Cost (Chrome Carts)

Course	Number of Carts	Total Cost
English 1-4	50	$836,308.13
French 1-4, AP and IB	6 (carts only; no Chromebooks needed)	$9,000.00

Total technology cost: $845,308.13

10

Professional Learning

- Professional learning sessions for all new instructional materials will be scheduled during the summer and early fall
- Teachers will have the opportunity to receive training from the publisher as well as time for planning and collaboration with colleagues across the district
- Costs for professional learning is included with the adoption for all but Physics of the Universe

11

San Juan Unified School District

Total Cost

Item	Cost
Materials	$5,265,975.07
Equipment	$120,250.01
Consumable Lab Materials	$65,000
Technology	$845,308.13
Professional Learning	$2400

Grand total: $6,298,933.21

12

San Juan Unified School District

Questions

13

Materials costs for 7-year adoption (slide 1 of 3)

Course	Cost
Physics of the Universe (6-year adoption)	$397,484.36
Physiology	$252,807.23
Crime Science	$47,975.77
Physical Anthropology	$18,604.50
French 1-4, including MYP & Honors	$292,141.02
AP French	$9,779.86
IB French I and II	$4,605.57

14

Materials costs for 7-year adoption (slide 2 of 3)

Course	Cost
Integrated Math 1 - 3	$1,454,626.80
Elementary Statistics	$32,852.64
Advanced Placement Statistics	$36,202.32
Precalculus	$134,430.35
Advanced Placement Calculus	$172,571.76
Economics	$406,306.81
Ethnic Studies	$225,871.82
IB History of the Americas	$27,126.27

15

San Juan Unified School District

Materials costs for 7-year adoption (slide 3 of 3)

Course	Cost
English 1-4	$1,586,593.25
Advanced Placement Literature	$39,162.00
Advanced Placement Language	$99,855.42
Expository Reading and Writing Course (ERWC)	$0.00
IB English I and II	$26,977.32

Total materials cost: $5,265,975.07

16

San Juan Unified School District

Equipment/Consumables Cost

Course	Item	Cost
Physics of the Universe	Equipment (one time purchase)	$120,250.01
Physics of the Universe	Ongoing Lab Supplies	$38,400
Physiology	Ongoing Lab Supplies	$20,300
Crime Science	Ongoing Lab Supplies	$4,900
Physical Anthropology	Ongoing Lab Supplies	$1,400

Total equipment/consumables cost: $185,250.01

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Physics of the Universe, Honors Physics of the Universe

2. **Recommended text(s):**

   Essential Physics, Pasco, 2018

3. **Rationale:**

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

      Conceptual Physics, Pearson, 2009, adopted in 2009

   b. Alignment with state or district textbook cycle:

      The adoption of the Physics of the Universe/Honors Physics of the Universe materials was originally scheduled for 2021-2022 but was extended into 2022-2023 by committee recommendation.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	May 25, 2022
Publisher presentations	May 25, 2022
Report I	November 2, 2022
Pilot cycle 1	August 15 - September 23, 2022
Pilot cycle 2	September 26 - November 4, 2022
Pilot cycle 3	November 7 - December 23, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	February 9, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $556,134.36

- Student print and digital edition: $397,484.35
- Equipment kits: $120,250.01
- Ongoing consumable lab supplies: 64 sections x $100 per year x 6 years = $38,400

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• Students felt the information in the text was explained in ways that were accessible and helped them to figure out new concepts. • Students enjoyed the activities and hands-on investigations. • Students noted that the visuals and diagrams helped support their understanding.
Limitations
• Some students said that the information in the textbook could be confusing at times.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The materials allow for flexibility and customization of phenomena that are relevant to students. • Materials include many different investigations to support student hands-on exploration and figuring out science concepts. • Materials include the Next Generation Science Standards in our Physics of the Universe course and allow for supplementation of Earth and space science standards. • Lesson content is organized into manageable segments that support student understanding. • Online platform is user-friendly for students and teachers to navigate, allows for text to be translated into multiple languages, and includes a wide variety of teacher resources to support hands-on investigations and simulations. • Pasco equipment kits are state of the art and encourage students to collect and analyze a wide range of data. • Math content in the materials can be differentiated to meet the needs of a wide diversity of students.

Limitations
• Teachers may need additional training and support with use of the new equipment. • Some of the Earth and space science standards will need to be supplemented with additional resources.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 8 of 8 committee members in attendance support the recommendation of *Essential Physics.*

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

Student Components	Teacher Components
• Hardcover Student edition • 6-year digital access for the student platform	• 6-year digital access for the Teacher Edition and Resources • Equipment kits (Pasco Physics Lab Equipment Station Lab Starter)

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session facilitated by the publisher and a 3 hour session to collaborate with colleagues in June or August. Based on feedback from teachers, additional time for planning and collaboration may be provided during the summer. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

The cost for the professional development as described above is $2400.00.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

2021-2022 School Year

Name	School/Role
Shannon Haynes	Mira Loma/Teacher
Jennifer Hill	San Juan/Administrator
Jessica Hudson	Encina/Teacher
Paula Jordan	Del Campo/Teacher
Jeff Macklem	Bella Vista/Teacher
Steve Markley	El Camino/Teacher
Scott Martinez	Mira Loma/Teacher
Kristi Percoski	Mesa Verde/Teacher
Charlie Saylor	Bella Vista/Teacher
William Simpson	San Juan/Teacher
Krystle Sy	El Sereno/Teacher

2022-2023 School Year

Name	School/Role
Darriann Baeder	Del Campo/Teacher
Shannon Haynes	Mira Loma/Teacher
Jessica Hudson	Encina/Teacher
Paula Jordan	Del Campo/Teacher
Jeff Macklem	Bella Vista/Teacher
Steve Markley	El Camino/Teacher
Scott Martinez	Mira Loma/Teacher
Charlie Saylor	Bella Vista/Teacher
William Simpson	San Juan/Teacher
Krystle Sy	El Sereno/Teacher
Nicholas Tsotu	Rio Americano/Teacher

Attachment B: Category Key Indicators for Physics of the Universe and Honors Physics of the Universe

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

Directions: Once you've used this tool to document your evidence, please complete the form to share your data

Reviewer name:	Course:	Program Name:
Cycle 1 or 2 or 3	Unit(s) piloted	

Instructional Materials Component 1: NGSS: Phenomena, 3 Dimensions of Learning, and Program Design					
A. Phenomena					
Is figuring out the how and why of phenomena central to the learning experience?	1	2	3	4	5
Are the phenomena engaging, meaningful and relevant to students?	1	2	3	4	5
Do the materials include both anchoring and investigative phenomena?	1	2	3	4	5
Supporting Evidence:					
B. 3 Dimensions of NGSS (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas)					
Are the 3 dimensions of NGSS appropriately balanced and integrated throughout the materials?	1	2	3	4	5
Are students actively engaged and using all 3 dimensions to build conceptual understanding?	1	2	3	4	5
How well do the materials incorporate the NGSS Science and Engineering Practices?	1	2	3	4	5
How well do the materials incorporate the NGSS Crosscutting Concepts?	1	2	3	4	5
How well do the materials incorporate the NGSS Disciplinary Core Ideas?	1	2	3	4	5

Supporting Evidence:					
C. Program Design					
Do the materials follow a conceptual flow (storylines) in lesson sequencing?	1	2	3	4	5
Do the materials provide opportunities for hands-on explorations (labs, experiments, projects)	1	2	3	4	5
Do the materials integrate the Earth and space science standards in a meaningful and thoughtful way?	1	2	3	4	5
Do the materials provide opportunities for students to express, clarify, justify, interpret, and represent their ideas and to respond to peer and teacher feedback orally and/or in written form as appropriate?	1	2	3	4	5
Is the engineering process thoughtfully interwoven and connected with the science content?	1	2	3	4	5
Are there connections to ELA/ELD and math in grade-appropriate, meaningful and real world ways?	1	2	3	4	5
Do included multimedia resources support student sense making? (online simulations, in-class investigations, videos, articles, etc.)	1	2	3	4	5
Supporting Evidence					

Instructional Materials Component 2: Instructional and Pedagogical Support for Teachers and Students					
Do the materials provide logical, explicit instructional guidelines for teachers to follow?	1	2	3	4	5
Do the materials integrate support for all levels of students (English learners, gifted, special education, etc.)?	1	2	3	4	5
Do the materials provide teachers with instructional strategies that support student conceptual development over time?	1	2	3	4	5
Supporting Evidence:					

Instructional Materials Component 3: Assessment					
Do the materials include formative assessments that provide a window into student understanding?	1	2	3	4	5
Are the 3 dimensions of NGSS visible and appropriately represented in assessments?	1	2	3	4	5
Do the materials include a variety of assessment types/formats and levels to support the needs of all learners?	1	2	3	4	5
Do the materials provide resources for follow-up instruction, practice, and review?	1	2	3	4	5
Supporting Evidence:					

Instructional Materials Component 4: Equity and Social Content					
Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities?	1	2	3	4	5
Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?	1	2	3	4	5
Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?	1	2	3	4	5
Is the technology available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.)?	1	2	3	4	5
Supporting Evidence:					

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   Anatomy and Physiology / Honors Anatomy and Physiology

2. **Recommended text(s):**

   Human Anatomy & Physiology, Savvas/Pearson, 2019

3. **Rationale:**

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

   Human Anatomy & Physiology, Pearson, 2016, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the Anatomy and Physiology / Honors Anatomy and Physiology materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	September 14, 2022
Publisher presentations	September 14, 2023
Public review period	October 11, 2022 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 23, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

Materials: $252,807.23

Consumable lab supplies: $100 x 29 sections x 7 years = $20,300.00

The total cost of the adoption is $273,107.23

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11, - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Homeostasis is a unifying theme throughout each body system, which connects well to the Next Generation Science Standards for life science. • Materials include strong visuals and diagrams throughout. • Case studies are embedded throughout, including application to real world and careers. • Assessment tools provide a range of question types that are customizable. • Includes clearly organized content and graphic organizers to support student learning. • A comprehensive lab manual is available to support hands-on experiences • The online platform provides helpful resources, including text to speech.
Limitations
• The digital platform is not integrated with Google Classroom. • The materials include a high degree of academic language, in which students may need additional support. The lab manual is a supplemental resource.

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 2 of the 2 committee members support the recommendation of *Human Anatomy & Physiology.*

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

Student Components	**Teacher Components**
● Student edition ● 7-year digital access for the student platform	● 7-year digital access to the teacher platform and course resources ● Class set of Essential Human Anatomy & Physiology lab manuals

13. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Angel Contreras Cardenas	El Camino/Teacher
Victoria Hilton	Casa Roble/Teacher
Vicki Orton	Bella Vista/Teacher

Attachment B: Category Key Indicators for Physiology

Category Key Indicators for Physiology Adoption
San Juan Unified School District
2022-2023

Category	Key Indicators
Content / Alignment to Standards	• Reflects and incorporates the content from the NGSS and relevant physiology standards (no state, national, college board, etc. standards) • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible

Social Content	Where applicable, the materials under review— • Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? • Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? • Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   Crime Science

2. **Recommended text(s):**

   Forensic Science: Fundamentals & Investigations Cengage, 2021

3. **Rationale:**

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

      None

   b. Alignment with state or district textbook cycle:

      The adoption of the Crime Science materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	December 8, 2022
Public review period	December 8, 2022 - January, 13, 2023
Community showcase	October 11, 2022
Committee makes a recommendation	February 9, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

Materials: $47,975.77

Consumable lab supplies: $100 x 7 sections x 7 years = $4900.00

The total cost of the adoption is $52,875,77

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	December 8, 2022 - January 13, 2023	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The materials use a lesson design which encourages student sensemaking and aligns with the Next Generation Science Standards approach. • The materials include many resources to support hands-on investigations. • The materials provide support for a wide range of student learning needs. • The materials have logical sequencing and capstone projects at the end of each unit.
Limitations
• The materials could include more critical thinking questions at the end of each chapter and more robust assessment resources.

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 2 of 2 committee members support the recommendation of *Forensic Science: Fundamentals & Investigations.*

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

Student Components	**Teacher Components**
• Student edition textbook • 7-year digital access for the student platform	• Teacher edition 7-year digital access to the teacher platform and course resources

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Justin Ashwell	Mira Loma/Teacher
DeAnna Krenecki	Del Campo/Teacher

Attachment B: Category Key Indicators for Crime Science

Category Key Indicators for Crime Science Adoption
San Juan Unified School District
2022-2023

Category	Key Indicators
Content / Alignment to Standards	• Reflects and incorporates the content from the NGSS and relevant forensic science standards (no state, national, college board, etc. standards) • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? • Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? • Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   Physical Anthropology

2. **Recommended text(s):**

   Essentials of Physical Anthropology, Cengage, 2017

3. **Rationale:**

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

   None

   b. Alignment with state or district textbook cycle:

   The adoption of the Physical Anthropology materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	December 1, 2022
Public review period	December 1- December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 9, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

Materials: $18,604.50.

Consumable lab supplies: $100 x 2 sections x 7 years = $1400.00

The total cost of the adoption is $20,004.50.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	December 1- December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Materials have strong alignment with the Next Generation Science Standards for life science. • Materials are clearly organized and logically sequenced. • Student learning objectives are included at the start of each chapter. • Digital resources are comprehensive for both teachers and students. • Vocabulary support is integrated throughout the student book.
Limitations
• Print student book is only available in a softcover format and may be less durable over time.

11. What were the results of the final voting and what are the recommended instructional materials?

The teacher evaluated the materials based on the Key Indicators and recommends *Essentials of Physical Anthropology*.

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

Student Components	**Teacher Components**
• Student edition • 7-year digital access for the student platform	• Teacher edition • 7-year digital access to the teacher platform and course resources

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Dave Eidem	Del Campo/Teacher

Attachment B: Category Key Indicators for Physical Anthropology

Category Key Indicators for Physical Anthropology Adoption
San Juan Unified School District
2022-2023

Category	Key Indicators
Content / Alignment to Standards	• Reflects and incorporates the content from the NGSS and relevant science standards (no state, national, college board, etc. standards) • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? • Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? • Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Integrated Mathematics 1-3, Integrated Math 2+ and 3+

2. **Recommended text(s):**

   Integrated Mathematics 1-3, Cengage, 2016

3. **Rationale:**

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

      Integrated Mathematics 1-3, Houghton, Mifflin, Harcourt, 2015, adopted in 2015

   b. Alignment with state or district textbook cycle:

      The adoption of the Integrated Mathematics 1-3 materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - May 2, 2022
Publisher presentations	May 16, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 19, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $1,454,626.80.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students appreciate the resources available if they are struggling. For example, there are selected answers in the back and an online tutor. • The students like the layout of the lessons. The organization is helpful, clear, and easy to follow. • The students found the digital resources very helpful.
Limitations
• Some students felt that the word problems and vocabulary were difficult to understand.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11- December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Key math concepts are revisited throughout the year and are well aligned to standards. • Each unit provides a summary of prerequisite knowledge and objectives. • Teacher edition provides sample lesson formats and detail for different levels of learners. • Both teacher and student online resources are helpful and easy to navigate.
Limitations
• Scope and sequence needs to be adjusted for accelerated courses (*i.e.* Integrated Math 2+ and 3+). • Some teachers will need additional training to support the use of the online platform.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 18 of 18 committee members in attendance support the recommendation of *Integrated Mathematics 1-3.*

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

Student Components	Teacher Components
• Student edition • Student workbooks • 7-year digital access for the student platform	• Teacher edition • Assessment book • 7-year digital access for the teacher platform

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Implementation training will be provided by the publisher gratis accompanied with additional planning and support in June and August. Additional training will be offered as needed for new teachers or those unable to attend summer sessions.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members:

Committee Member	School/Role
Manuel Barajas-Sandoval	Del Campo/Teacher
Alisa Delutri	Del Campo/Teacher
Linda Givant	Del Campo/Teacher
Jeff Alain	Del Campo/Teacher
Jordon Woodworth	Bella Vista/Teacher
Ben Johnson	Bella Vista/Teacher
Brenda Yassu	Bella Vista/Teacher
Deanna Hekeno	Bella Vista/Teacher
Christina McClain	Bella Vista/Teacher
Jon Ford	Mesa Verde/Teacher
Irina Zaremba	Mesa Verde/Teacher
Luke Whatley	Mesa Verde/Teacher
Todd Cardoso	El Camino/Teacher
David Vasquez	Casa Roble/Teacher
Robin Prince	Casa Roble/Teacher
Molly Elliot	Encina/Teacher
Suzanne Fokkens-Jensen	Mira Loma/Teacher
Aleashia Mahlman-Carpenter	Mira Loma/Teacher
Pat Bergen	Mira Loma/Teacher
Dag Friedman	Rio Americano/Teacher
John Baker	Rio Americano/Teacher
Theresa Dark	Sylvan Middle School/Teacher

Attachment B: Category Key Indicators for Integrated Mathematics:

Category 1 Content/Alignment to Standard	• Reflects and incorporates the content from the California Integrated Math Standards and Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Category 2 Program Organization	• Includes enough material to support the entirety of the course, ideally including material for IM 2+ and 3+ • Presents information and instruction systematically and logically for standards, tasks, and assessments. (Module/Chapter review and unit review practice) • Includes guidance for using all components of the program to support deep and meaningful student learning with opportunities for students to self-check and assess progress • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Category 3 Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. Examples might include self-checks and prerequisite skill checks with additional practice. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. • Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Category 4 Universal Access	• Provides resources and strategies that engage every student in the classroom (problem sets with various ability levels, 3 act tasks, relevant problem solving) • Provides comprehensive support (scaffolding, modification, more than just worksheets) for teachers to provide effective instruction for special needs students and English learners.

	• Includes user friendly style/format (visual stimuli, graphics) that enhances learning, but does not distract from the point. • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Category 5 Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson (a new teacher should be able to follow successfully) • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction with student self assessment opportunities.
Category 6 Digital Tools / Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers including matching online and print versions for teachers and students. • Technology is available across multiple platforms and devices (i.e., functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible • Includes information and guidance on how to use different technologies (Desmos, calculators, etc.)
Category 7 Social Content	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied,

	positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Elementary Statistics

2. **Recommended text(s):**

   Elementary Statistics: Picturing the World, Pearson, 2019

3. **Rationale:**

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

   Elementary Statistics: Picturing the World, Pearson, 2015, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the Elementary Statistics materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - May 2, 2022
Publisher presentations	May 16, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 12, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $32,852.64.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students enjoyed the structure and organization of the text. • The students appreciated the selected answers for reference.
Limitations
• Some students reported complex vocabulary in word problems.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The curriculum is well-aligned to content standards. • The text provides support and materials for instructional planning • Multiple assessment formats and feedback opportunities are provided.
Limitations
• Digital access to customize resources and assessments.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 2 of 2 committee members support the recommendation of *Elementary Statistics: Picturing the World.*

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

Student Components	Teacher Components
• Student edition • 7-year digital access for the student platform	• Annotated teacher's edition

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Implementation training will be provided by the publisher gratis accompanied with additional planning and support in June and August. Additional training will be offered as needed for new teachers or those unable to attend summer sessions.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Olga Gnedash	Mira Loma/Teacher
Dariu Mois	Bella Vista/Teacher

Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

Category 1 Content Alignment to Standard	• Reflects and incorporates the content from the California Math Standards and Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Category 2 Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. (Module/Chapter review and unit review practice) • Includes guidance for using all components of the program to support deep and meaningful student learning with opportunities for students to self check and assess progress • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Category 3 Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. Examples might include self checks and prerequisite skill checks with additional practice. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. • Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Category 4 Universal Access	• Provides resources and strategies that engage every student in the classroom (problem sets with various ability levels, 3 act tasks, relevant problem solving) • Provides comprehensive support (scaffolding, modification, more than just worksheets) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning, but does not distract from the point. • Provides a variety of activities to facilitate retention and promote incorporation of objectives

Category 5 Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson (a new teacher should be able to follow successfully) • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction with student self-assessment opportunities.
Category 6 Digital Tools / Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers including matching online and print versions for teachers and students. • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible • Includes information and guidance on how to use different technologies (Desmos, calculators, etc.)
Category 7 Social Content	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   Advanced Placement (AP) Statistics

2. **Recommended text(s):**

   The Practice of Statistics for the AP Exam, Bedford, Freeman & Worth, 2020

3. **Rationale:**

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

      The Practice of Statistics for the AP Exam, Bedford, Freeman & Worth, 2014, adopted in 2016

   b. Alignment with state or district textbook cycle:

      The adoption of the Advanced Placement Statistics materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - May 2, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022 & Date
Committee makes a recommendation	January 17, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $36,238.44.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
● The text is well aligned to the Advanced Placement standards. ● The digital resources are accessible and helpful. ● The content of the new edition is relevant and engaging.
Limitations
● Teachers have not identified limitations at this time.

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 5 of 5 committee members support the recommendation of *The Practice of Statistics for the AP Exam.*

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

Student Components	**Teacher Components**
● Student edition ● 7-year digital access for the student platform	● Teacher's edition

13. What professional learning will be offered to teachers? What costs will be associated with the training?

Implementation training will be provided by the publisher gratis accompanied with additional planning and support in June and August. Additional training will be offered as needed for new teachers or those unable to attend summer sessions.

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Beth Dittman	Bella Vista/Teacher
Jayashree Narayanan	El Camino/Teacher
Jaime Bonato	Rio Americano/Teacher
Ed Litchfield	Casa Roble/Teacher
Michael Peoples	Mesa Verde/Teacher

Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

Category 1: Content Alignment to Standard	● Reflects and incorporates the content from the California Math Standards and Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Category 2: Program Organization	● Includes enough material to support the entirety of the course ● Presents information and instruction systematically and logically for standards, tasks, and assessments. (Module/Chapter review and unit review practice) ● Includes guidance for using all components of the program to support deep and meaningful student learning with opportunities for students to self check and assess progress ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Category 3: Assessment	● Assesses understanding and application of skills and knowledge embedded in the program. Examples might include self checks and prerequisite skill checks with additional practice. ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. ● Assessments should have multiple forms making revisions and retakes possible. ● Helps teachers plan and determine the effectiveness of classroom instruction
Category 4: Universal Access	● Provides resources and strategies that engage every student in the classroom (problem sets with various ability levels, 3 act tasks, relevant problem solving) ● Provides comprehensive support (scaffolding, modification, more than just worksheets) for teachers to provide effective instruction for special needs students and English learners. ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning, but does not distract from the point. ● Provides a variety of activities to facilitate retention and promote incorporation of objectives

Category 5: Instructional Planning and Teacher Support	● Identifies specific objectives, instructional examples and practice opportunities in every lesson (a new teacher should be able to follow successfully) ● Provides a list of necessary instructional materials for each lesson ● Provides support/suggestions for the appropriate use of the program's technology ● Includes electronic resources that are integral to the program, not extraneous ● Provides homework suggestions that reinforce or extend classroom instruction with student self assessment opportunities.
Category 6: Digital Tools / Online Resources	● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ● Technology components are easy to access and user friendly for students and teachers including matching online and print versions for teachers and students. ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate standards and supports the print resources ● Technology is interactive and adaptive when possible ● Includes information and guidance on how to use different technologies (Desmos, calculators, etc.)
Category 7: Social Content	● Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. ● Materials emphasize diverse groups of people in varied, positive, and contributing roles. ● The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Precalculus

2. **Recommended text(s):**

   Precalculus, Pearson, 2022

3. **Rationale:**

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

   Precalculus, Cengage, 2014, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the Precalculus materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - May 2, 2022
Publisher presentations	May 16, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 17, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $134,430.35.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students appreciate the variety of examples and in depth explanations. • The students enjoyed the vocabulary resources and end of unit checkpoints. • Graphs, tables, and pictures are clear and easy to understand.
Limitations
• Some students felt that the textbook is large and heavy.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The curriculum covers the standards well, providing additional topics as well. • The organization and layout is easy to follow. • The assessments are rigorous and thorough.
Limitations
• Some teachers will need additional training to support the use of the online platform.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 3 of 3 committee members support the recommendation of *Precalculus.*

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

Student Components	Teacher Components
• Student edition • 7-year digital access for the student platform	• Annotated teacher's edition and learning guide

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Implementation training will be provided by the publisher gratis accompanied with additional planning and support in June and August. Additional training will be offered as needed for new teachers or those unable to attend summer sessions.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Brett Sargent	Bella Vista/Teacher
Christina McClain	Bella Vista/Teacher
Olga Gnedash	Mira Loma/Teacher

Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

Category 1: Content Alignment to Standard	• Reflects and incorporates the content from the California Math Standards and Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Category 2: Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. (Module/Chapter review and unit review practice) • Includes guidance for using all components of the program to support deep and meaningful student learning with opportunities for students to self-check and assess progress • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Category 3: Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. Examples might include self-checks and prerequisite skill checks with additional practice. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. • Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Category 4: Universal Access	• Provides resources and strategies that engage every student in the classroom (problem sets with various ability levels, 3 act tasks, relevant problem solving) • Provides comprehensive support (scaffolding, modification, more than just worksheets) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning, but does not distract from the point.

	• Provides a variety of activities to facilitate retention and promote incorporation of objectives
Category 5: Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples, and practice opportunities in every lesson (a new teacher should be able to follow successfully) • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction with student self-assessment opportunities.
Category 6: Digital Tools / Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers including matching online and print versions for teachers and students. • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding of the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible • Includes information and guidance on how to use different technologies (Desmos, calculators, etc.)
Category 7: Social Content	• Materials accurately and equitably portray diverse religions, diverse cultures, and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all

	learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Advanced Placement (AP) Calculus AB/BC

2. **Recommended text(s):**

   Calculus for AP, Cengage, 2021

3. **Rationale:**

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

   Calculus of a Single Variable, Cengage, 2014, adopted in 2016

   b. Alignment with state or district textbook cycle:

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

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - May 2, 2022
Publisher presentations	May 16, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11- December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 17, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $172,571.76.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students liked the layout and organization of the lessons. • The students appreciated the videos provided for extra support. • The students liked the ease of using the digital component.
Limitations
• Some students reported the need for more word problems connected to real-world scenarios.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The lessons are aligned well with the Advanced Placement exam topics. • The digital resources are accessible and helpful. • The tutorial videos provided are well-crafted and engaging.
Limitations
• The digital component can be difficult to access as a class without strong internet connection.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 5 of 5 committee members support the recommendation of *Calculus for AP.*

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

Student Components	Teacher Components
• Student edition • 7-year digital access to the student platform	• Teacher's edition and resource guide

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Implementation training will be provided by the publisher gratis accompanied with additional planning and support in June and August. Additional training will be offered as needed for new teachers or those unable to attend summer sessions.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Paul Hedrick	Bella Vista/Teacher
Alane Schaefer	Bella Vista/Teacher
Tim Thayer	Mira Loma/Teacher
Herb Drefs	El Camino/Teacher
Molly Elliot	Encina/Teacher

Attachment B: Category Key Indicators for Statistics, Precalculus, AP Calculus

Category 1: Content Alignment to Standard	• Reflects and incorporates the content from the California Math Standards and Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Category 2: Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. (Module/Chapter review and unit review practice) • Includes guidance for using all components of the program to support deep and meaningful student learning with opportunities for students to self check and assess progress • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Category 3: Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. Examples might include self-checks and prerequisite skill checks with additional practice. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. • Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Category 4: Universal Access	• Provides resources and strategies that engage every student in the classroom (problem sets with various ability levels, 3 act tasks, relevant problem solving) • Provides comprehensive support (scaffolding, modification, more than just worksheets) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning, but does not distract from the point. • Provides a variety of activities to facilitate retention and promote incorporation of objectives

Category 5: Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson (a new teacher should be able to follow successfully) • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction with student self-assessment opportunities.
Category 6: Digital Tools / Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers including matching online and print versions for teachers and students. • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible • Includes information and guidance on how to use different technologies (Desmos, calculators, etc.)
Category 7: Social Content	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   French 1-4, Honors French 3 and 4

2. **Recommended text(s):**

   Chemins 1-4, Vista High Learning, 2023

3. **Rationale:**

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

   French 1-3: *Bien Dit*, Houghton Mifflin Harcourt, 2013, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the French 1-4 materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Adoption Committee prescreens all available materials	February 2 - May 9, 2022
Publisher presentations	August 4, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 – October 7, 2022
Pilot cycle 2	October 17 – December 16, 2022
Public review period	October 1 – December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 19, 2023
Report II to Curriculum and Standards	March 22, 2023
Board discussion and action	April 11, 2023, April 25, 2023
Materials delivered to sites	July, 2023

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

The total cost of the adoption is $301,141.02.

- Student print and digital editions: $292,141.02
- Chromecarts without devices: 6 carts x $1,500.00 each $9,000.00

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding for the instructional materials. The source of funding for the Chromebooks is the Technology Reserve to support the ongoing technology refresh.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students appreciated the program organization and range of resources available in the online platform. • The students valued the consistent representation of the diversity of people in the French-speaking world. • The students found the content well presented and supported the different ways students learn.
Limitations
• Some students felt that the materials could provide even more cultural information and resources. • Some students felt that there was too much content on the pages.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 1 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The program is organized into very in depth units. • The layout is such that students can easily understand what the key vocabulary and concepts are. They also understand which activities are created for their practice. • Teacher's edition includes multiple notes providing alternate activities and options for differentiation. • Assessments are aligned with practice and the program offers multiple ways to assess: there are Integrated Performance Assessments, quizzes and tests with varying kinds of questions. • Guidance for how to implement the units is clear and accessible.
Limitations
• The vocabulary presentations occasionally include too much vocabulary for one lesson. • Level 1 will need to be supplemented with additional authentic resources • Lessons occasionally present multiple grammar points at once. • Some activities are more of a drill of vocabulary and grammar rather than focused on authentic communication tasks.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 4 of 4 committee members support the recommendation of *Chemins 1-4.*

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

Student Components	**Teacher Components**
• Student edition • 7-year digital access for the student platform • Print workbooks (1 year)	• Teacher's edition • 7-year digital access to the teacher platform

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour implementation session with the publisher followed by 3 hours to practice with the

instructional materials online platform the same day. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

Cost of publisher implementation training: *gratis*

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Joyce Bernhoft	El Camino High School/teacher
Deanna Duffy	Bella Vista High School/teacher
Nicholas Pitre	Casa Roble High School/teacher
Meadow Pritchett	Bella Vista High School/teacher

Attachment B: Category Key Indicators for French 1-4

Category	Key Indicators
Content/ Alignment to Standards	• Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning (including use of the target language and authentic materials) • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology

	• Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/ Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Technology enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? • Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? • Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

French International Baccalaureate (IB) I and II

2. **Recommended text(s):**

IB Prepared: French B, Oxford University Press, 2022

3. **Rationale:**

a. IB French B Coursebook, Oxford University Press, copyright 2014, adopted in 2017

b. Alignment with state or district textbook cycle:

The adoption of the AP French Language and Culture materials is on cycle with the current SJUSD adoption matrix.

c. Special considerations, if any:

None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee reviews all available materials	August 2022- January 2023
Public review period	October 11- December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 24, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $4,605.57.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did the adoption committee use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The content is comprehensive, including not just linguistic and cultural information aligned to our standards, but specific instructional support for each of the IB themes. • The e-book includes links to numerous additional resources for language and culture. • Then content is inclusive of the diversity of the French-speaking world.
Limitations
• Due to the extensive amount of content presented, teachers will have to chunk content and provide additional supports for learners.

11. What were the results of the evaluation and what are the recommended materials?

The teacher evaluated the materials based on the Key Indicators and recommends *IB Prepared: French B.*

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

Student Components	**Teacher Components**
• Student edition • 7-year digital access to the online book	• Teacher's edition • 7-year digital access to the online book

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Alain Negretot	Mira Loma High School/Teacher

Attachment B: Category Key Indicators for French IB I and II

Category	Key Indicators
Content/ Alignment to Standards	• Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning (including use of the target language and authentic materials) • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson

	• Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/ Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Technology enhances student understanding in the appropriate standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? • Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? • Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   Advanced Placement (AP) French Language and Culture

2. **Recommended text(s):**

   Thèmes, 2nd Edition, Vista Higher Learning, 2022

3. **Rationale:**

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

   APprenons, Wayside Publishing, 2015 adopted in 2016

   b. Alignment with state or district textbook cycle:

      The adoption of the AP French Language and Culture materials is on cycle with the current San Juan Unified School District adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee reviews all available materials	August 2022 - January 2023
Public review period	October 11, 2022 - December 16, 2022
Community showcase	October 11, 2022 & Date
Committee makes a recommendation	January 24, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

   The total cost of the adoption is $9,779.86.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did the adoption committee use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Materials provide logical sequencing to develop vocabulary and include pre-learning activities prior to launching into new material. • Each of the 6 AP themes are addressed and many of the subtopics are deeply explored. • Each chapter provides essential questions which mirror the ones asked on the AP French exam. • There are extensive options for practice and assessment in all modes of communication in the online platform.
Limitations
• Materials would benefit from even more opportunities for students to engage in authentic practice.

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 2 of 2 committee members support the recommendation of *Thèmes.*

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

Student Components	**Teacher Components**
• Student edition • 7-year digital access for the student platform • Print workbooks (1 year only)	• Teacher's edition • 7-year digital access to the teacher platform

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

14. Curriculum Department contact for additional information:
Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Deanna Duffy	Bella Vista High School/Teacher
Alicia Murray	Bella Vista High School/Teacher

Attachment B: Category Key Indicators for AP French Language and Culture

Category	Key Indicators
Content/ Alignment to Standards	• Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning (including the use of the target language and authentic materials) • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program • Provides an opportunity for students to have experience in and practice with performance assessments in all three modes of communication • Assesses students in several formats for immediate follow-up instruction, practice, and review • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Includes user-friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote the incorporation of objectives
Instructional Planning and Teacher Support	• Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson

	● Provides support/suggestions for the appropriate use of the program's technology ● Includes electronic resources that are integral to the program, not extraneous Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/ Online Resources	● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Technology components are easy to access and user friendly for students and teachers ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) ● Technology enhances student understanding in the appropriate standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	● Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   English 1-4, Honors English 1-3, English Transition I-III

2. **Recommended text(s):**

   SpringBoard, CollegeBoard, 2017

3. **Rationale:**

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

   California Collections, Houghton Mifflin Harcourt, 2017, adopted in 2016

   b. Alignment with state or district textbook cycle:

      The adoption of the English 1-4 materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25 - May 2, 2022
Publisher presentations	May 16, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 17, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $2,422,901.88

- Student print and digital edition: $1,586,593.25
- Chromebooks and carts: $836,308.13

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding for the instructional materials. The source of funding for the Chromebooks is the Technology Reserve to support the ongoing technology refresh.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• The students appreciated the supports in the materials (guiding questions, graphic organizers, charts, help with vocabulary). • The students enjoyed being able to annotate the materials. • Students appreciated that the materials emphasized diverse groups of people in varied, positive, and contributing roles.
Limitations
• Some students felt the consumable materials were not visually appealing. • Some students felt the material was challenging.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11- December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The videos are well-crafted and engaging. • The digital resources are accessible and helpful. • Students can annotate the materials. • Integrated and Designated English Language Development (ELD) are embedded in the curriculum.
Limitations
• The consumable student edition lacks visual appeal. • May require additional teacher training to support the needs of all learners.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 6 of 8 committee members in attendance support the recommendation of *SpringBoard.*

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

Student Components	Teacher Components
• Student edition ELA and ELD consumable texts for 7 years • 7-year digital access for the student platform • Novels (year 1) • Close Reading and Writing Workshop materials (year 1)	• Teacher editions for ELA and ELD for student text, Close Reading Workshop, Writing Workshop and Grammar Activities, • Novels • DVD's

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend up to 24 hours of training with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions. The cost for the professional development as described above is included in the adoption.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Genevieve Aymeric	Bella Vista/Teacher
Robyn Barbour	Bella Vista/Teacher
Laura Garwood	Mira Loma/Teacher
Eric Leach	Bella Vista/Teacher
Michael Lineback	Mira Loma/Teacher
Laura Munno	Bella Vista/Teacher - Special Education
Rachel Nguyen	Professional Learning & Innovation/Teacher on Special Assignment - English and History-Social Science
Zoe Schroeder	English Language Development/Teacher on Special Assignment
Billie Seekins	Home & Hospital/Teacher
Anna Serena	Bella Vista/Teacher
Lara Smith	Parent
Louis Underwood	Bella Vista/Teacher
Brad Ward	Mesa Verde/Teacher

Attachment B: Category Key Indicators for English 1-4

Category	Key Indicators
Content/Alignment to Standards	• Reflects and incorporates the content from the standards: ELD Standards, CCSS ELA • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Identifies specific objectives, instructional examples, and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology

	• Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate grade level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content *Social Justice Standards*	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Advanced Placement (AP) Language and Composition

2. **Recommended text(s):**

   The Language of Composition, Bedford, Freeman, and Worth, 2023

3. **Rationale:**

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

      The Language of Composition, Bedford, Freeman, and Worth, 2013, adopted in 2016

   b. Alignment with state or district textbook cycle:

      The adoption of the AP Language and Composition materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - April 27, 2022
Publisher presentations	May 10, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 19, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $99,855.42

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• Students noted the content reflected diverse groups of people in varied, positive, and contributing roles. • Students felt the materials led to learning new ideas and information.
Limitations
• Some students felt that the technology was not easy to access during the pilot.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The materials are aligned to the AP Exam for Language and Composition. • The materials are organized in a logical sequence. • A variety of literary sources are present in the text.
Limitations
• Technology components of the pilot were not always easy to access or intuitive for students and teachers.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 3 of 3 committee members support the recommendation of *The Language of Composition.*

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

Student Components	Teacher Components
• Student edition • 7-year digital access for the student platform	• Teacher edition - print and digital

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions. The cost for the professional development as described above is included in the adoption.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Committee Member	School/Role
Geneiveve Aymeric	Bella Vista/Teacher
Kathy Carlson	Casa Roble/Teacher
Ray Marshall	El Camino/Teacher
Louis Underwood	Bella Vista/Teacher
Brad Ward	Mesa Verde/Teacher

Attachment B: Category Key Indicators for AP Language and Composition

Category	Key Indicators
Content/Alignment to Standards	• Reflects and incorporates the content from the standards: ELD Standards, CCSS ELA, AP Language • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Identifies specific objectives, instructional examples, and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson

	• Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate grade level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content *Social Justice Standards*	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Advanced Placement (AP) Literature and Composition

2. **Recommended text(s):**

   Literature & Composition, Bedford, Freeman, & Worth, 2022

3. **Rationale:**

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

      Literature: An Introduction to Reading and Writing, Pearson, 2014, adopted in 2016

   b. Alignment with state or district textbook cycle:

      The adoption of the AP Literature and Composition materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 25, 2022 - April 27, 2022
Publisher presentations	May 10, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 19, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $39,162.00

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• Students found the questions interesting and noted that they led to rich classroom discussion.
Limitations
• Some students felt that the technology was not easy to access during the pilot.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The materials are aligned to the AP Exam for Language and Composition. • The course content closely aligns to the structure of the AP course.
Limitations
• Technology components of the pilot were not always easy to access or intuitive for students and teachers.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 2 of 2 committee members in attendance support the recommendation of *Literature & Composition.*

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

Student Components	Teacher Components
• Student edition • 7-year digital access for the student platform	• Teacher edition - print and digital

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions. The cost for the professional development as described above is included in the adoption.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Committee Member	School/Role
Anna Serena	Bella Vista/Teacher
Louis Underwood	Bella Vista/Teacher
Brad Ward	Mesa Verde/Teacher

Attachment B: Category Key Indicators for AP Literature and Composition

Category	Key Indicators
Content/Alignment to Standards	• Reflects and incorporates the content from the standards: ELD Standards, CCSS ELA, AP Literature • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Identifies specific objectives, instructional examples, and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology

	• Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate grade level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content *Social Justice Standards*	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   California State University Expository Reading and Writing Course (ERWC)

2. **Recommended text(s):**

   ERWC, California State University, 3.0

3. **Rationale:**

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

      ERWC, California State University, 2.0

   b. Alignment with state or district textbook cycle:

      The adoption of the ERWC materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None.

4. **Adoption timeline:**

Action	Date
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023

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

   The materials are provided free of charge to teachers once they receive 20 hours of professional development to teach the course.

6. Source of funding:

No funding source is needed since the materials are provided free of charge to teachers once they receive 20 hours of professional development to teach the course.

RECOMMENDATION PROCESS

7. List of adoption committee members:

The materials are a required component of the course so a committee is not applicable to this adoption.

8. What criteria did piloting teachers use to evaluate materials?

The materials are a required component of the course so criteria evaluation is not applicable to this adoption.

9. What opportunities were provided for community input?

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Current, engaging topics and texts • Embedded supports for all learners, including multilingual learners • Goal of materials is to provide college readiness for students
Limitations
• Full length texts are not provided • Physical student materials are not provided and must be downloaded and printed or copied from teacher binder

11. What were the results of the final voting and what are the recommended instructional materials?

The materials are a required component of the course so a vote is not applicable to this adoption.

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

Student Components	**Teacher Components**
• Materials are provided to trained teachers for printing and distribution	• Teacher guide and student materials are available in print and online

13. What professional learning will be offered to teachers? What costs will be associated with the training?

In order to teach the course, teachers must engage in 20 hours of professional learning with an ERWC-trained facilitator. The professional learning is offered at no charge to schools and the district.

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   International Baccalaureate (IB) English I and II

2. **Recommended text(s):**

   English I:
   The Handmaid's Tale, Margaret Atwood
   The Stranger, Albert Camus
   Men in the Sun, Ghassan Kanafani
   The Sailor Who Fell From Grace with the Sea, Yukio Mishima
   The Complete Persepolis, Marjane Satrapi
   Paradise of the Blind, Duong Thu Houng

   English II:
   Collected Essays, James Baldwin
   Slouching Toward Bethlehem, Joan Didion
   Death of a Salesman, Arthur Miller

3. **Rationale:**

   a. As required in the IB Literature guide, nine works are to be chosen from the Prescribed Reading List for the International Baccalaureate Program. Four of the works should be in translation, and five should be written in English. Selected texts should allow for the three areas of exploration: Readers, Writers, and Texts; Time and Space; and Intertextuality.

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

      English A: Literature, Oxford, 2012 adopted in 2015

   c. Alignment with state or district textbook cycle:

      The adoption of the IB English I and II materials is on cycle with the current SJUSD adoption matrix

d. Special considerations, if any:

None.

4. **Adoption timeline:**

Action	Date
Adoption Committee prescreens all available materials	August 17, 2022 - August 25, 2022
Public review period	October 11, 2022 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 27, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption for IB English I and II is $26,977.32

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials based on the criteria for the IB Diploma Programme.

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The novels adhere to the IB Diploma Programme requirements
Limitations
• A digital platform is not included for either text • A teacher guide is not available for either text

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 4 of 4 committee members support the recommendation of *The Handmaid's Tale*, *The Stranger*, *Men in the Sun*, *The Sailor Who Fell From Grace with the Sea*, *The Complete Persepolis*, and *Paradise of the Blind* for IB English I and *Collected Essays*, *Slouching Toward Bethlehem*, and *Death of a Salesman* for IB English II.

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

Student Components	Teacher Components
• Novels	• Novels

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Dave De Ruysscher	Mira Loma/Teacher
Michael Lineback	Mira Loma/Teacher
Sarah Ochoa	Mira Loma/Teacher
Rachel Volzer	Mira Loma/Teacher

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Economics

2. **Recommended text(s):**

   IMPACT Principles of Economics, McGraw Hill, 2019

3. **Rationale:**

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

   Explorations in Economics, Bedford, Freeman & Worth, 2014, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the Economics materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	April 19, 2022 - May 6, 2022
Publisher presentations	May 5, 2022
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11- December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 24, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $476,586.87

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• Students found the vocabulary support helpful. • Students found the technology aspects familiar and engaging.
Limitations
• Some students felt that the content was not exciting.

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• The digital resources are accessible and helpful. • Supports such as graphic organizers, guiding questions, and vocabulary are embedded in the materials.
Limitations
• There is a lot of content included for a semester course.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 3 of 3 committee members in attendance support the recommendation of *IMPACT Principles of Economics.*

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

Student Components	Teacher Components
• Student edition • Consumable Inquiry Journal • 7-year digital access for the student platform	• Teacher edition - print and digital

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3-hour session with the publisher and a 3-hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions. The cost for the professional development as described above is included in the adoption.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Committee Member	School/Role
Josh Dennis	Encina/Teacher
Jeff Gern	Casa Roble/Teacher
Brian Maiolini	Bella Vista/Teacher
Travis Miller	Mesa Verde/Teacher
Cindy Taurone	El Sereno/ Teacher
Billie Seekins	Home & Hospital/Teacher

Attachment B: Category Key Indicators for Economics

Category	Key Indicators
Content/Alignment to Standards	• Reflects and incorporates the content from the HSS Framework, HSS Content Standards, ELD Standards, CCSS Literacy Standards for HSS • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Identifies specific objectives, instructional examples, and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson

	• Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate grade level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content *Social Justice Standards*	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

   Ethnic Studies

2. **Recommended text(s):**

   Our Stories in Our Voices, Kendall Hunt, 2022

   A Different Mirror for Young People, Ronald Takaki, 2012

3. **Rationale:**

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

      A Different Mirror: A History of Multicultural America, Ronald Takaki adopted in 2015

      A People's History of the United States, Howard Zinn, adopted in 2015

   b. Alignment with state or district textbook cycle:

      The adoption of the Ethnic Studies materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

      None

4. **Adoption timeline:**

Action	Date
Adoption Committee prescreens all available materials	April 19, 2022 - August 3, 2022
Publisher presentations	N/A
Report I	November 2, 2022
Pilot cycle 1	August 22 - October 14, 2022
Pilot cycle 2	October 17 - December 16, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	January 25, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $225,871.82

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Attachment B: Category Key Indicators

See Attachment C: Rubric for Ethnic Studies Model Curriculum Alignment

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
• Students appreciated being able to highlight the digital version of the text and listen to audio. • Diverse perspectives are included in both texts. • Students found the content engaging.
Limitations
• Some students felt the online layout to be challenging for *Our Stories in Our Voices.*

10. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• Local, relevant connections are highlighted. • Engaging content for students.
Limitations
• Some chapters are dense in *Our Stories in Our Voices.* • Teacher guides are not available for either text.

12. What were the results of the final voting and what are the recommended instructional materials?

Using a consensus model, 4 of 4 committee members in attendance support the recommendation of *Our Stories in Our Voices* and *A Different Mirror for Young People.*

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

Student Components	**Teacher Components**
• Student edition *Our Stories in Our Voices* • 7-year digital access for the student platform *Our Stories in Our Voices* • Student edition of *A Different Mirror for Young People*	• Teacher copy of *Our Stories in Our Voices* • *Teacher copy of A Different Mirror for Young People*

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3-hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Committee Member	School/Role
Rebecca Arnfield	Community Member
Sara Garzona	Mira Loma/Teacher
Cyndi Otero	Casa Roble/Teacher
Estibaliz Sanchez	San Juan/Teacher
Cindy Taurone	El Sereno/Teacher

Attachment B: Category Key Indicators for High School Ethnic Studies Adoption

Category	Key Indicators
Content/Alignment to Standards	• Reflects and incorporates the content from the Ethnic Studies Model Curriculum (Chapter 3), HSS Framework (p.25/31, ELD Standards, CCSS Literacy Standards for HSS • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments. • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills and knowledge embedded in the program. • Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners. • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	• Provides logical, explicit instructional guidelines for teachers to follow • Includes a teacher planning guide explaining how to use components with alternative schedules • Identifies specific objectives, instructional examples, and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson

	• Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Technology components are easy to access and user friendly for students and teachers • Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) • Enhances student understanding in the appropriate grade level standards and supports the print resources • Technology is interactive and adaptive when possible
Social Content *Teaching Hard History Framework* *Social Justice Standards*	• Materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities. • Materials emphasize diverse groups of people in varied, positive, and contributing roles. • The print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, additional languages as needed, etc.)

Attachment C: Rubric for Ethnic Studies Model Curriculum Alignment

Model Curriculum Area - Adapted from the Model Curriculum preface	**Score** 3-Exceeds Category Indicators 2-Satisfies Category Indicators 1-Partially Satisfies Category Indicators 0-Non-Existent	**Notes**
Identity • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
History & movement • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
Systems of power • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
Social movements and equity • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
Cultures • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
Struggles • African American • Chicanx/Latinx • Native American		

• Asian American & Pacific Islander		
Contributions • African American • Chicanx/Latinx • Native American • Asian American & Pacific Islander		
Institutionalized systems of advantage		
Causes of racism and other forms of bigotry including • Anti-Blackness • Anti-Indigeneity • Xenophobia • Antisemitism • Islamophobia		
Tools for students that promote understanding as community members in a changing democratic environment		

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION

1. **Subject area or course:**

   International Baccalaureate (IB) History of the Americas

2. **Recommended text(s):**

   History of the Americas: 1880-1981: Course companion, Oxford, 2015

   A History of Latin America, Cengage Learning, 2013

3. **Rationale:**

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

   History of the Americas: 1880-1981: Course companion, Oxford, 2015, adopted in 2016

   b. Alignment with state or district textbook cycle:

   The adoption of the *IB History of the Americas* materials is on cycle with the current SJUSD adoption matrix.

   c. Special considerations, if any:

   None.

4. **Adoption timeline:**

Action	**Date**
Adoption Committee prescreens all available materials	October 6, 2022
Public review period	October 11 - December 16, 2022
Community showcase	October 11, 2022
Committee makes a recommendation	February 6, 2023
Report II to Curriculum & Standards	March 22, 2023
Board discussion and action	April 11, 2023 and April 25, 2023
Materials delivered to sites	July 2023

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

The total cost of the adoption is $27,126.27.

6. Source of funding:

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

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A: List of Committee Members*

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials based on the criteria for the IB Diploma Programme.

9. What opportunities were provided for community input?

Community members were able to join the adoption committee. An application for committee participation was shared via the *San Juan Scene* newsletter and social media.

Opportunities to provide feedback on the materials were shared through district and school newsletters, the district website, social media, and in *Behind the Scenes* and *San Juan Scene*. In addition, community members could review materials online or in person. Dates and events for materials review were as follows:

What	When	Where
Public review period	October 11 - December 16, 2022	Professional Learning & Innovation office and online
Community Showcase	October 11, 2022	Professional Learning & Innovation office

FEEDBACK RESULTS

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

Strengths
• *History of the Americas: 1880-1981: Course companion* is aligned with the IB final qualifying examinations • *A History of Latin America* provides the content knowledge needed by students
Limitations
• A digital platform is not included for either text • A teacher guide is not available for either text

11. What were the results of the final voting and what are the recommended instructional materials?

After reviewing the materials, 4 of 4 committee members support the recommendation of *History of the Americas: 1880-1981: Course companion* and *A History of Latin America.*

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

Student Components	**Teacher Components**
• Student edition	• Copy of student edition

13. What professional learning will be offered to teachers? What costs will be associated with the training?

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

14. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Innovation
nkukral@sanjuan.edu
(916) 979-8934

15. Date submitted Report II: March 22, 2023

Attachment A: Adoption Committee Members

Name	School/Role
Valinda Frost	Mira Loma/Teacher
Sara Garzona	Mira Loma/Teacher
John Kuzmich	Mira Loma/Teacher
Matt Muratore	Mira Loma/Teacher

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 04/11/2023

SUBJECT: New High School Courses for 2023-2024

DEPARTMENT: Division of Teaching and Learning

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

ACTION REQUESTED:
The superintendent is recommending that the board discuss new proposed high school courses.

Action anticipated: April 25, 2023

RATIONALE/BACKGROUND:
The proposed high school courses of study listed below are designed to ensure student choice and instructional alignment with the Strategic Plan, Local Control and Accountability Plan (LCAP), and California's State Standards. The proposed courses of study provide a high level of rigor, deeper opportunities for study, and promote college and career readiness.

Courses

- College Preparatory Electives: International Baccalaureate (IB) Career Programme Personal and Professional Skills 1; Mindfulness and Mindful Leadership: Helping Oneself, Helping Others
- Math: College Algebra for the College Level Examination Program (CLEP), College Math for College Level Examination Program (CLEP)
- Adult Education: California Basic Educational Skills Test (CBEST) Preparation Course

ATTACHMENT(S):
A: Presentation
B: New High School Courses Rational/Background

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/22/2023, 03/29/2023 (discussion and action)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

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

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

Current Year Only: ☐ On-going: ☐

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

New High School Courses for 2023-2024

Board of Education

April 11, 2023

Nicole Kukral, Director, Professional Learning and Innovation

New Course Request Process

Initiator	Develops and submits (December)
School Leaders: Department Chairs and Site Principal	Reviews, recommends changes, approves or denies (November), A-G application (February)
District Departments: Professional Learning, Assessment and Evaluation, Human Resources	Reviews, recommends changes, indicates credential required for instructor (February)
Curriculum & Standards Committee	Reviews, request changes, recommends for approval (March)
Board of Education	Reviews, accepts, denies or sends back for modification (April)

Goal for New Courses

Support graduation requirements by:

- Creating relevant, engaging, rigorous courses
- Ensuring new courses are A-G approved
- Ensuring new Career Technical Education (CTE) courses are A-G approved

2023-2024 New High School Courses

Mathematics

- College Algebra for the College Level Examination Program (CLEP)
- College Math for the College Level Examination Program (CLEP)

College Preparatory Electives

- International Baccalaureate (IB) Career Programme Personal and Professional Skills 1
- Mindfulness and Mindful Leadership: Helping Oneself, Helping Others

2023-2024 New Adult Education Course

California Basic Educational Skills Test (CBEST) Preparation Course

- Designed to help prepare and recruit guest teachers in San Juan Unified
- Board-adoption required for the California Department of Education (CDE)

San Juan Unified School District
New High School Courses for 2023-2024
Rationale/Background

Mindfulness and Mindful Leadership: Helping Oneself, Helping Others (Non A-G):
This course is designed to promote a healthier lifestyle in our youth. It is fit for all students on our campus. The course will define the importance of our self-worth and well-being. Students will be able to discuss the role they all have in making a positive difference in today's society. It will introduce a contemplative process that will increase a student's ability to orient their attention to focus on the positive outcome and to make a conscious effort to make a positive change to cope with their schoolwork, stress, limitations, and trials of everyday life. This course will help increase their self-compassion and well-being and decrease their anxiety and stress. Students will be able to learn life skills to overcome the complicated, emotional, and social turmoil in their life. (non "a-g") (Mira Loma)

IB CP 1 Personal and Professional Skills (A-G):
Personal and Professional Skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Other qualities the course should encourage include responsibility, perseverance, resilience, self-esteem, and academic honesty. ("g") (Mira Loma)

College Algebra/College Level Examination Program (CLEP) (A-G):
College level mathematics course which prepares students to take the College Algebra CLEP exam and be awarded 3 college math credits. This course is designed to build upon IM3 and prepare them for Pre-Calculus and Statistics by strengthening their algebraic skills and problem solving. Students will work to be proficient in the following areas: Equations and Inequalities, Functions and Graphs, Conics, Polynomials, Exponential and Logarithms, Trigonometry, Systems of Equations and Inequalities, and Probability and Data Analysis. ("c") (Del Campo)

College Math/College Level Examination Program (CLEP) (A-G):
College level mathematics course which prepares students to take the College Mathematics CLEP exam and be awarded 3-6 college math credits. This course is designed to build upon the previous three courses (IM1-IM3) and also includes Pre-Calculus standards. It is organized into six critical areas: (1) Probability and Statistics; (2) Functions; (3) Trigonometry; (4) Geometry; (5) Number and Set Theory; (6) Exponential and Logarithmic Functions used in financial decisions. ("c") (Del Campo)

California Basic Educational Skills Test (CBEST) Preparation (Adult Education):
This class is designed to help prepare students for the CBEST test, which is one of the requirements for becoming a guest teacher in California. The course will be offered in weekly sessions over a 6-week period. Each week we will practice a different test section including strategies for breaking down problems, extra practice problems and helpful hints for the test.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 04/11/2023

SUBJECT: Board Policy Revisions

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending that the board discuss the proposed revisions to the following board policies: Board Policy 0410 Nondiscrimination in District Programs and Activities, Board Policy 5145.3 Nondiscrimination/Harassment, Board Policy 5146 Married/Pregnant/Parenting Students, and Board Policy 6142.7 Physical Education And Activity.

Action anticipated: 04/25/2023

RATIONALE/BACKGROUND:
The Board of Education is required to periodically review a number of the district's board policies to ensure compliance with federal and state law through the Federal Program Monitoring (FPM) process. Changes are recommended to update Board Policy 0410 Nondiscrimination in District Programs and Activities, Board Policy 5145.3 Nondiscrimination/Harassment, Board Policy 5146 Married/Pregnant/Parenting Students, and Board Policy 6142.7 Physical Education And Activity.

ATTACHMENT(S):
A: Proposed revisions to Board Policy 0410 Nondiscrimination in District Programs and Activities
B: Proposed revisions to Board Policy 5145.3 Nondiscrimination/Harassment
C: Proposed revisions to Board Policy 5146 Married/Pregnant/Parenting Students
D: Proposed revisions to Board Policy 6142.7 Physical Education And Activity

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

PREPARED BY: Linda C. T. Simlick, General Counsel LCTS

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

San Juan USD

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

The governing board is committed to equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex (including sexual harassment), sexual orientation, gender, gender identity, gender expression, ~~or~~ genetic information, or affiliation with the Boys Scouts of America; a perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

~~(cf. 1240 - Volunteer Assistance)~~
~~(cf. 4030 - Nondiscrimination in Employment)~~
~~(cf. 4033 - Lactation Accommodation)~~
~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~
~~(cf. 5131.2 - Bullying)~~
~~(cf. 5145.3 - Nondiscrimination/Harassment)~~
~~(cf. 5145.7 - Sexual Harassment)~~
~~(cf. 5146 - Married/Pregnant/Parenting Students)~~
~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~
~~(cf. 6145.2 - Interscholastic Competition)~~
~~(cf. 6164.4 - Individuals with Exceptional Needs)~~
~~(cf. 6164.6 - Identification and Education under Section 504)~~
~~(cf. 6178 - Vocational Education)~~
~~(cf. 6200 - Adult Education Program)~~

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

~~Physical education classes shall be conducted in the coeducational, inclusive manner prescribed~~

~~by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code sections 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)~~
~~(cf. 3540 - Transportation)~~
~~(cf. 3553 - Free and Reduced Price Meals)~~
~~(cf. 5145.13 - Response to Immigration Enforcement)~~
District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code sections 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. ~~He/she~~They shall take prompt, reasonable actions to remove any identified barrier. The superintendent or designee shall report ~~his/her~~their findings and recommendations to the board after each review.

~~(cf. 1330 - Use of Facilities)~~

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code section 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

~~(cf. 1113 - District and School Web Sites)~~
~~(cf. 1114 - District-Sponsored Social Media)~~
~~(cf. 5145.6 - Parental Notifications)~~

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the superintendent or designee. (Education Code section 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act ("ADA") and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

~~(cf. 7110 - Determining Needs)~~
~~(cf. 7111 - Evaluation of School Facilities to Meet Educational Needs)~~

The superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials.

Individuals with disabilities shall notify the superintendent, designee, or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

~~(cf. 6020 - Parent Involvement and Family Engagement)~~
~~(cf. 9320 - Meetings)~~
~~(cf. 9322 - Agenda/Meeting Materials)~~

The below individual is hereby designated as the district's ADA/Title II coordinator. The coordinator shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Manager, Risk Management
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608

(916) 971-7036

The below position is designated as the district's ~~non-discrimination compliance~~ Equity ~~c~~Coordinator~~ompliance~~ Officer and is responsible for coordinating the district's responses to complaints and for complying with state and federal civil rights laws:

General Counsel, Legal Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
LegalServices@sanjuan.edu

The below position is designated as the district's Title IX Coordinator and is responsible for coordinating the district's responses to Title IX complaints and for complying with federal Title IX regulations:

Legal Analyst/Title IX Coordinator, Legal Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
~~LegalServices~~TitleIX@sanjuan.edu

The below position is designated as the district's Section 504 and is responsible for coordinating the district's responses to Section 504 complaints and for complying with federal Section 504 regulations:

Director, Student Support Services
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures

State	Description
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51007	Legislative intent: state policy
Gov. Code 11000	Definitions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 54953.2	Brown Act compliance with Americans with Disabilities Act
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment

State	Description
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
28 CFR 35.101-35.190	Americans with Disabilities Act
28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.1-100.13	Nondiscrimination in federal programs; effectuating Title VI

State	Description
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.61	Discrimination on the basis of sex; effectuating Title IX
34 CFR 106.9	Severability
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	Description
CA Civil Rights Department Publication	California Law Prohibits Workplace Discrimination and Harassment
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

Management Resources	Description
U.S. Department of Justice Publication	Accessibility of State and Local Government Websites to People with Disabilities, June 2003
U.S. Department of Justice Publication	2010 ADA Standards for Accessible Design, September 2010
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter, May 26, 2011
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Electronic Book Readers, June 29, 2010
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Title IX Coordinators, April 2015
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
U.S. DOE, Office for Civil Rights Publication	Nondiscrimination in Employment Practices in

Management Resources	Description
	Education, August 1991
U.S. DOE, Office for Civil Rights Publication	Notice of Non-Discrimination, Fact Sheet, August 2010
Website	CSBA District and County Office of Education Legal Services
Website	World Wide Web Consortium, Web Accessibility Initiative
Website	Pacific ADA Center
Website	U.S. Department of Justice, Civil Rights Division, Disability Rights Section
Website	California Office of the Attorney General
Website	California Safe Schools Coalition
Website	CSBA
Website	California Department of Education
Website	California Civil Rights Department
Website	U.S. Equal Employment

Management Resources	Description
	Opportunity Commission
Website	U.S. Department of Education, Office for Civil Rights
World Wide Web Consortium Publication	Web Content Accessibility Guidelines, December 2008

Cross References

Code	Description
0100	Philosophy
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
1100	Communication With The Public
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1230	School-Connected Organizations

Code	Description
1230	School-Connected Organizations
1240	Volunteer Assistance
1240	Volunteer Assistance
1260	Educational Foundation
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1325	Advertising And Promotion
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
3260	Fees And Charges
3260	Fees And Charges
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3311	Bids
3311	Bids
3515.3	District Police/Security Department

Code	Description
3515.3	District Police/Security Department
3515.31	School Resource Officers
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3540	Transportation
3541.2	Transportation For Students With Disabilities
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3600	Consultants
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4032	Reasonable Accommodation

Code	Description
4033	Lactation Accommodation
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4111	Recruitment And Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.22	Dress And Grooming
4131	Staff Development
4144	Complaints
4144	Complaints
4161.8	Family Care And Medical Leave
4211	Recruitment And Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications

Code	Description
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.22	Dress And Grooming
4244	Complaints
4244	Complaints
4261.8	Family Care And Medical Leave
4311	Recruitment And Selection
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.22	Dress And Grooming
4331	Staff Development
4344	Complaints

Code	Description
4344	Complaints
4361.8	Family Care And Medical Leave
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5126	Awards For Achievement
5126	Awards For Achievement
5131.2	Bullying
5131.2	Bullying
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment

Code	Description
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6000	Concepts And Roles
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program

Code	Description
6141.5	Advanced Placement
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.3	Civic Education
6142.5	Environmental Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6158	Independent Study
6158	Independent Study
6161.1	Selection And Evaluation Of Instructional Materials

Code	Description
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6163.2	Animals At School
6163.2	Animals At School
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children

Code	Description
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Title VI Indian Education Program
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6178	Career Technical Education
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
7310	Naming Of Facility
9150	Student Board Members
9220	Governing Board Elections

Code	Description
9320	Meetings And Notices
9322	Agenda/Meeting Materials

~~Legal Reference:~~
~~EDUCATION CODE~~
~~200-262.4 Prohibition of discrimination~~
~~48980 Parental notifications~~
~~48985 Notices to parents in language other than English~~
~~51007 Legislative intent: state policy~~
~~GOVERNMENT CODE~~
~~8310.3 California Religious Freedom Act~~
~~11000 Definitions~~
~~11135 Nondiscrimination in programs or activities funded by state~~
~~12900-12996 Fair Employment and Housing Act~~
~~54953.2 Brown Act compliance with Americans with Disabilities Act~~
~~PENAL CODE~~
~~422.55 Definition of hate crime~~
~~422.6 Interference with constitutional right or privilege~~
~~CODE OF REGULATIONS, TITLE 5~~
~~4600-4670 Uniform complaint procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education~~
~~UNITED STATES CODE, TITLE 20~~
~~1400-1482 Individuals with Disabilities in Education Act~~
~~1681-1688 Discrimination based on sex or blindness, Title IX~~
~~2301-2414 Strengthening Career and Technical Education for the 21st Century Act~~
~~6311 State plans~~
~~6312 Local education agency plans~~
~~UNITED STATES CODE, TITLE 29~~
~~794 Section 504 of the Rehabilitation Act of 1973~~
~~UNITED STATES CODE, TITLE 42~~
~~2000d-2000d-7 Title VI, Civil Rights Act of 1964~~
~~2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended~~
~~2000h-2000h-6 Title IX~~
~~12101-12213 Americans with Disabilities Act~~
~~CODE OF FEDERAL REGULATIONS, TITLE 28~~
~~35.101-35.190 Americans with Disabilities Act~~
~~36.303 Auxiliary aids and services~~
~~CODE OF FEDERAL REGULATIONS, TITLE 34~~
~~100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI~~
~~104.1-104.39 Section 504 of the Rehabilitation Act of 1973~~
~~106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:~~
~~106.9 Dissemination of policy~~

~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016~~
~~CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS~~
~~Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018~~
~~CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS~~
~~California Law Prohibits Workplace Discrimination and Harassment~~
~~U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~
~~Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016~~
~~Dear Colleague Letter: Title IX Coordinators, April 2015~~
~~Dear Colleague Letter, May 26, 2011~~
~~Dear Colleague Letter: Harassment and Bullying, October 2010~~
~~Notice of Non-Discrimination, Fact Sheet, August 2010~~
~~Dear Colleague Letter: Electronic Book Readers, June 29, 2010~~
~~Nondiscrimination in Employment Practices in Education, August, 1991~~
~~U.S. DEPARTMENT OF JUSTICE PUBLICATIONS~~
~~2010 ADA Standards for Accessible Design, September 2010~~
~~Accessibility of State and Local Government Websites to People with Disabilities, June 2003~~
~~WORLD WIDE WEB CONSORTIUM PUBLICATIONS~~
~~Web Content Accessibility Guidelines, December 2008~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~California Department of Education: http://www.cde.ca.gov~~
~~California Department of Fair Employment and Housing: http://www.dfeh.ca.gov~~
~~California Office of the Attorney General: http://oag.ca.gov~~
~~California Safe Schools Coalition: http://www.casafeschools.org~~
~~Pacific ADA Center: http://www.adapacific.org~~
~~U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr~~
~~U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: http://www.ada.gov~~
~~U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov~~
~~World Wide Web Consortium, Web Accessibility Initiative: http://www.w3.org/wai~~

Policy SAN JUAN UNIFIED SCHOOL DISTRICT
adopted: June 9, 1992 Carmichael, California
effective: September 1, 1992
revised: January 27, 1998
revised: February 27, 2007
revised: March 24, 2015
revised: June 11, 2019
revised: November 17, 2020

San Juan USD
Board Policy
Nondiscrimination/Harassment

BP 5145.3
Students

The governing board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or affiliation with the Boys Scouts of America, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code section 234.1) This policy shall also apply to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 5131 - Conduct)~~
~~(cf. 5131.2 - Bullying)~~
~~(cf. 5145.7 - Sexual Harassment)~~
~~(cf. 6164.6 - Identification and Education Under Section 504)~~
~~(cf. 5146 - Married/Pregnant/Parenting Students)~~

Unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, bullying or the creation of a hostile environment, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the above identified categories with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The board also prohibits any form of retaliation against any individual who files, reports, or otherwise participates in the filing, reporting, or investigation of a complaint or report alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. The superintendent or designee shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. The superintendent or designee shall report ~~his/her/~~their findings and recommendations to the board after each review.

~~(cf. 1312.3 - Uniform Complaint Procedures)~~
~~(cf. 1330 - Use of District Facilities and Grounds)~~
~~(cf. 3513 - Use of School Facilities)~~
~~(cf. 4131 - Staff Development)~~
~~(cf. 4231 - Staff Development)~~
~~(cf. 4331.5 - Professional Growth)~~
~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~
~~(cf. 6145.2 - Interscholastic Competition)~~
~~(cf. 6164.2 - Guidance Services)~~

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, bullying, or retaliation, in violation of law, board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code section 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment (including sexual harassment), intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4118 - Suspension/Disciplinary Action)~~
~~(cf. 4119.21/4219.21/4319.21 - Professional Standards)~~
~~(cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~
~~(cf. 5144 - Discipline)~~
~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))~~
~~(cf. 5145.2 - Freedom of Speech/Expression)~~

The district designates the individuals identified below as the employees responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment (including sexual harassment), intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, nationality, immigration status, ethnicity, ethnic group identification, ethnicity, age, religion, marital status, parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. (Education Code section 234.1; 5 CCR 4621)

The ~~non-discrimination coordinator/ UCP compliance officer~~Equity Compliance Officer may be contacted at:

General Counsel, Legal Services
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
~~fax: (916) 971-7704~~
LegalServices@sanjuan.edu

The Title IX Coordinator may be contacted at:

Legal Analyst/Title IX Coordinator, Legal Services
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110
~~fax: (916) 971-7704~~
~~LegalServices@sanjuan.edu~~TitleIX@sanjuan.edu

The Section 504 Coordinator may be contacted at:

Director, Student Support Services
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7110

The Title II/ADA Coordinator may be contacted at:

Manager, Risk Management
3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7036

Process for Initiating and Responding to Complaints

The general counsel or designee may assign other staff to investigate based on the nature of the complaint as directed under BP/AR 1312.3, Uniform Complaint Procedures.

Any student who feels that ~~he/she/they has~~they have been subjected to unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, or bullying is strongly encouraged to immediately contact the general counsel, the principal, or any other district employee. Any student who observes any such incident is strongly encouraged to report the incident to the general counsel or principal, or any other district employee whether or not the victim files a complaint. Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, or bullying shall report the incident to ~~his/her/~~their supervisor, the general counsel, or principal, whether or not the victim files a complaint. In addition, the district employee shall immediately intervene when safe to do so. (Education Code section 234.1)

Upon receiving a complaint of unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, or bullying, the general counsel or designee shall immediately investigate the complaint in accordance with AR 1312.3, Uniform Complaint Procedures.

~~(cf. 5145.7 - Sexual Harassment)~~

The general counsel shall ensure that the student and parent handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, or bullying, and the resources that may be available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

~~(cf. 4118 - Suspension/Disciplinary Action)~~
~~(cf. 4119.21/4219.21/4319.21 - Code of Ethics)~~
~~(cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~
~~(cf. 5144 - Discipline)~~
~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)~~
~~(cf. 5145.2 - Freedom of Speech/Expression)~~

Record-Keeping

The superintendent or designee shall maintain a record of all reported cases of unlawful

discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

~~(cf. 3580 - District Records)~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 432	Student records
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900.3	Suspension or expulsion for act of hate violence
Ed. Code 48900.4	Suspension or expulsion for harassment, threats, or intimidation
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48907	Exercise of free expression; time, place and manner

State	Description
	rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49020-49023	Athletic programs
Ed. Code 49060-49079	Student records
Ed. Code 51500	Prohibited instruction or activity
Ed. Code 51501	Prohibited means of instruction
Ed. Code 60044	Prohibited instructional materials
Gov. Code 11135	Prohibition of discrimination
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.3	Prohibition of discrimination on

State	Description
	basis of race, color or national origin
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 104.8	Notice of Nondiscrimination on the Basis of Handicap
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 110.25	Prohibition of discrimination based on age
34 CFR 99.31	Disclosure of personally identifiable information
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000e-17	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Management Resources	Description
CA Office of the Attorney General Publication	Promoting Safe & Secure Learning Environment for

Management Resources	Description
	All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018
Court Decision	Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
First Amendment Center Publication	Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
U.S Dept of Ed Office for Civil Rights Publication	Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70
U.S. Dept. of Health & Human Services Publication	Guid. to Fed Fin. Assist. Recipients Re. Title VI Prohibition Against Nat'l Origin Discrimination

Management Resources	Description
	Affect Limited English Proficient Persons, Aug. 2013
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Harassment and Bullying, October 2010
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Title IX Coordinators, April 2015
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
U.S. DOE, Office for Civil Rights Publication	Notice of Non-Discrimination, Fact Sheet, August 2010
Website	CSBA District and County Office of Education Legal Services
Website	First Amendment Center
Website	California Office of the Attorney General
Website	California Safe Schools Coalition
Website	CSBA
Website	California Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Cross References	

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1340	Access To District Records
1340	Access To District Records
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4112.6	Personnel Files
4112.9	Employee Notifications

Code	Description
4112.9-E(1)	Employee Notifications
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
5000	Concepts And Roles
5030	Student Wellness

Code	Description
5111	Admission
5111	Admission
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5132	Dress And Grooming
5132	Dress And Grooming
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention

Code	Description
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5146	Married/Pregnant/Parenting Students
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues

Code	Description
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159.4	Behavioral Interventions For Special Education Students
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
7110	Facilities Master Plan

~~Legal Reference:~~
~~EDUCATION CODE~~
~~200-262.4 Prohibition of discrimination~~
~~48900.3 Suspension or expulsion for act of hate violence~~
~~48900.4 Suspension or expulsion for threats or harassment~~
~~48904 Liability of parent/guardian for willful student misconduct~~
~~48907 Student exercise of free expression~~
~~48950 Freedom of speech~~
~~48985 Translation of notices~~
~~49020-49023 Athletic programs~~
~~51500 Prohibited instruction or activity~~
~~51501 Prohibited means of instruction~~
~~60044 Prohibited instructional materials~~
~~CIVIL CODE~~
~~1714.1 Liability of parents/guardians for willful misconduct of minor~~
~~GOVERNMENT CODE~~

~~11135 Nondiscrimination in programs or activities funded by state~~
~~PENAL CODE~~
~~422.55 Definition of hate crime~~
~~422.6 Crimes, harassment~~
~~CODE OF REGULATIONS, TITLE 5~~
~~432 Student record~~
~~4600-4687 Uniform complaint procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs~~
~~UNITED STATES CODE, TITLE 20~~
~~1681-1688 Title IX of the Education Amendments of 1972~~
~~12101-12213 Title II equal opportunity for individuals with disabilities~~
~~UNITED STATES CODE, TITLE 29~~
~~794 Section 504 of Rehabilitation Act of 1973~~
~~UNITED STATES CODE, TITLE 42~~
~~2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended~~
~~2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964~~
~~6101-6107 Age Discrimination Act of 1975~~
~~CODE OF FEDERAL REGULATIONS, TITLE 28~~
~~35.107 Nondiscrimination on basis of disability; complaints~~
~~CODE OF FEDERAL REGULATIONS, TITLE 34~~
~~99.31 Disclosure of personally identifiable information~~
~~100.3 Prohibition of discrimination on basis of race, color or national origin~~
~~104.7 Designation of responsible employee for Section 504~~
~~106.8 Designation of responsible e~~mployee for Title IX
106.9 Notification of nondiscrimination on basis of sex
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010

Management Resources: (continued)
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
National School Boards Association: http://www.nsba.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy SAN JUAN UNIFIED SCHOOL DISTRICT
adopted: April 28, 2015 Carmichael, California
revised: June 11, 2019
revised: November 17, 2020

Policy 5146: Married/Pregnant/Parenting Students **Status:** ADOPTED

Original Adopted Date: 05/12/2015 | **Last Revised Date:** 06/11/2019

The governing board recognizes that early marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

~~(cf. 5113 - Absences and Excuses)~~

~~(cf. 5147 - Dropout Prevention)~~

~~(cf. 6011 - Academic Content Standards)~~

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)~~

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex or gender, and shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code sections 221.51, 230; 20 USC 1681-1688, 34 CFR 106.4)

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 5127 - Graduation Ceremonies and Activities)~~

The district does not make any pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is “Miss” or “Mrs.” The district may make a pre-admission inquiry as to the gender of an applicant for admission, but such inquiry will be made equally of applicants of all genders and the results of such inquiry will not be used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))

The superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code sections 222.5, 48980)

~~(cf. 5145.6 - Notifications Required by Law)~~

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code section 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or alternative educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(cf. 6158 - Independent Study)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education Program)

Any education program, activity, or course, including any class or extracurricular activity, that is offered separately to married, pregnant, or and parenting students shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code section 221.51, 5 CCR 4950, 34 CFR 106.40)

A student may be required, based on her their pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (Education Code section 221.51; 5 CCR 4950; 34 CFR 106.40)

(cf. 6142.7 - Physical Education)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, educational and related support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5148 - Child Care)

(cf. 6179 - Early Childhood Education Child Development Program)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code section 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Coordinated School Health Programs)

4. Health care services, including prenatal care

5. Tobacco, alcohol, and/or drug prevention and intervention services

~~(cf. 5131.6 - Alcohol and Other Drugs)~~

~~(cf. 5131.62 - Tobacco)~~

6. Academic and personal counseling

~~(cf. 6164.2 - Guidance Services)~~

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

~~(cf. 4131 - Staff Development)~~

~~(cf. 4231 - Staff Development)~~

~~(cf. 4331 - Staff Development)~~

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses. A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code section 48205)

~~(cf. 5113 - Absences and Excuses)~~

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code section 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code section 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code section 46015)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative

education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code section 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code section 46015)

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)~~

Accommodations

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40) A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for ~~her~~ their infant child, or address other needs related to breastfeeding.

~~(cf. 6183 - Home and Hospital Instruction)~~

A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code section 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code section 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code section 222, 46015; 5 CCR 4600- 4670)

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

Program Evaluation

The superintendent or designee may periodically report to the board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

~~(cf. 0500 - Review and Evaluation)~~

~~(cf. 6162.5 - Research/Standardized Testing Student Assessment)~~

~~(cf. 6190 - Evaluation of the Instructional Program)~~

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101351-101439.1	Infant care centers
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4950	Nondiscrimination; marital and parental status
Civ. Code 51	Unruh Civil Rights Act
Ed. Code 221.51	Nondiscrimination; married, pregnant, and parenting students
Ed. Code 222	Reasonable accommodations; lactating students
Ed. Code 222.5	Pregnant and parenting students; notification of rights
Ed. Code 230	Sex discrimination
Ed. Code 46015	Parental leave
Ed. Code 48050	Residents of adjoining states
Ed. Code 48205	Excused absences
Ed. Code 48206.3	Temporary disability; definition
Ed. Code 48220	Compulsory education requirement
Ed. Code 48410	Persons exempted from continuation classes
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49553	Nutrition supplements for pregnant/lactating students
Ed. Code 51220.5	Parenting skills and education
Ed. Code 51745	Independent study
Ed. Code 52610.5	Enrollment of pregnant and parenting students in adult education
Ed. Code 8200-8498	Child Care and Development Services Act

Fam. Code 7002	Description of emancipated minor
H&S Code 104460	Tobacco prevention services for pregnant and parenting students

Federal	**Description**
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.40	Marital or parental status
42 USC 1786	Special supplemental nutrition program for women, infants, and children
7 CFR 246.1-246.28	Special supplemental nutrition program for women, infants, and children

Management Resources	**Description**
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 168 (2004)
California Women's Law Center Publication	Pregnant Students and Confidential Medical Services, 2013
California Women's Law Center Publication	Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012
California Women's Law Center Publication	The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
Court Decision	American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
U.S. Department of Education Publication	Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
Website	CSBA District and County Office of Education Legal Services
Website	California Women's Law Center
Website	U.S. Department of Agriculture, Women, Infants, and Children Program
Website	U.S. Department of Education
Website	California Department of Education

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
4131	Staff Development

5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5113	Absences And Excuses
5113	Absences And Excuses
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
5147	Dropout Prevention
5148	Child Care And Development
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.8	Comprehensive Health Education
6143	Courses Of Study
6158	Independent Study
6158	Independent Study
6184	Continuation Education
6184	Continuation Education

Policy 6142.7: Physical Education And Activity

Original Adopted Date: 11/01/2007 | **Last Revised Date:** 01/13/2015 | **Last Reviewed Date:** 01/13/2015

The Governing Board recognizes the positive benefits of physical activity on ~~for~~ student health, well-being, and academic achievement. The district shall ~~Board desires to~~ provide all students the opportunity to be physically active on a regular basis through high-quality ~~a~~ physical education instruction and may provide additional opportunities for physical activities throughout the school day. ~~program that supports~~ The district's ~~coordinated school health programs, provides an adequate amount of moderate to vigorous physical activity, builds interest and proficiency in movement skills, and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and positive self-image,~~ physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness~~activities should teach students how to cooperate in the achievement of common goals~~.

~~(cf. 5030 - Coordinated School Health Programs)~~

~~(cf. 6143 - Courses of Study)~~
~~(cf. 6146.1 - High School Graduation Requirements)~~
~~(cf. 5121 - Examination/Grading/Rating)~~
~~(cf. 6142.2 - Comprehensive Health Education)~~
~~(cf. 6145.2 - Interscholastic Competition)~~
~~(cf. 6190 - Evaluation of the Instructional Program)~~

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code sections 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.
The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.
For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code section 33352; 5 CCR 10060)

The board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and

after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

~~The Board shall approve the components of the physical education program. The district's physical education program shall be aligned with state model content standards and curriculum frameworks for physical education and shall provide a developmentally appropriate sequence of instruction including, at appropriate grade levels, the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives such as self-defense and fencing.~~
~~(cf. 6011 - Academic Standards)~~
~~(cf. 6143 - Courses of Study)~~

~~The district's program shall provide equal opportunities for participation in physical education instruction regardless of gender.~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~An appropriate alternative activity or exemption from the physical education class shall be provided for a student with disabilities in accordance with his/her individualized education program or Section 504 accommodation plan.~~

~~(cf. 6159 - Individuals With Exceptional Needs/Individual Protection and Due Process)~~

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code section 60800; 5 CCR 1041)
~~staff shall appropriately adjust the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions or as needed to accommodate individual student health needs.~~

(cf. 3517 - Emergencies and Disaster Preparedness Plan)
(cf. 6164.6 - Programs for Handicapped Students)
The district's physical education program shall be provided by appropriately credentialed teachers. Continuing professional development shall be offered to physical education teachers and to classroom teachers serving as instructors of physical education in order to enhance the quality of instruction and the variety of activities offered.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The Superintendent or designee shall annually administer the physical performance test designated by the State Board of Education to students in grades 5, 7 and 9. (Education Code section 60800)

The Superintendent or designee shall annually report to the Board the results of the physical performance testing for each school and applicable grade level.

The Superintendent or designee shall report the aggregate results of the physical performance testing in the annual school accountability report card required by Education Code sections 33126 and 35256. (Education Code section 60800)

The Governing Board may administer the physical performance test required in grade 9 to students in grades 10 through 12. (Education Code section 51241)

(cf. 0510 - School Accountability Report Card)

Temporary Exemptions

The superintendent or designee Governing Board may grant a temporary exemption from courses in physical education under either of the following conditions: (Education Code section 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.

2. The student is enrolled for one-half, or less, of the courses normally required of a full time student

Two-Year Exemptions

The Governing Board, Wwith the consent of the student, the superintendent or designee may exempt athe student from two years of physical education courses for any two years any time during grades 10 through 12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM state's physical performance test in grade 9. (Education Code section 51241(b))

~~BP 6142.7(c)~~

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code sections 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code section 51241)

~~The Governing Board, with the consent of the student, may exempt the student from two years of physical education courses any time during grades 10 through 12 provided that the student has satisfactorily met at least five of the six standards of the state's physical performance test after taking the physical performance test administered in any of grades 10 through 12. (Education Code section 51241(e))~~

Permanent Exemptions

The superintendent or designee ~~Governing Board~~ may grant a student an ~~permanent~~ exemption from ~~courses in~~ physical education ~~to a student~~ under any of the following conditions: (Education Code section 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student.

3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code section 33352)

Other Exemptions

The superintendent or designee ~~Governing Board~~ may grant an exemption from physical education under the following special circumstances:

1. When the student is in any ~~During oneof~~ grades 10-12, and is ~~a student may be~~ excused ~~from physical education classes~~ for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code section 51222)

2. When a student is enrolled in any of grades 10-12, ~~enrolled as a postgraduate student who also .~~attends a regional occupational center or program ~~may be excused from attending courses in physical education if the attendance results in hardship because of the travel time involved~~, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code section 52316)

3. When a ~~high school~~ student is in high school ~~may be exempt from attending courses of physical educationif~~ and engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours (Education Code section 51242).

Program Evaluation

The superintendent or designee shall annually report to the board each school's FITNESSGRAM results for each applicable grade level. The superintendent or designee shall also report to the board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code section 51241, and any other data agreed upon by the board and the superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

Policy adopted: June 9, 1992
Policy effective: September 1, 1992
Revised: June 13, 2006
Revised: August 22, 2006
Revised: April 8, 2018
Revised: April 14, 2009
Revised: January 13, 2015
Revised: March , 2023

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10060	Criteria for high school physical education programs
5 CCR 1040-1044	Physical performance test
5 CCR 1047-1048	Testing variations and accommodations

State	Description
5 CCR 3051.5	Adapted physical education for individuals with exceptional needs
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 80020	Additional assignment authorizations for specific credentials
5 CCR 80037	Designated subjects teaching credential; special teaching authorization in physical education
5 CCR 80046.1	Added authorization to teach adapted physical education
Ed. Code 220	Prohibition of discrimination
Ed. Code 221.5	Equal opportunity
Ed. Code 33126	School accountability report card
Ed. Code 33350-33354	CDE responsibilities re: physical education
Ed. Code 35256	School Accountability Report Card
Ed. Code 44250-44277	Credentials and assignment of teachers

State	Description
Ed. Code 49066	Grades; change of grade; physical education grade
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51222	Physical education; instructional minutes
Ed. Code 51223	Physical education; elementary schools
Ed. Code 51241	Temporary two-year or permanent exemption from physical education
Ed. Code 51242	Exemption from physical education for athletic program participants
Ed. Code 52316	Excuse from attending physical education classes; regional occupational center/program
Ed. Code 60800	Physical performance test

Federal	Description
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.34	Nondiscrimination on the basis of sex; access to classes and schools

State	Description
34 CFR 300.108	Assistance to states for the education of children with disabilities; physical education
42 USC 1758b	Local wellness policy

Management Resources	Description
Attorney General Opinion	53 Ops.Cal.Atty.Gen. 230 (1970)
California Department of Education Publication	Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 2009
California Department of Education Publication	Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade 12, January 2005
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017
CDC Publication	School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017
Commission on Teacher Credentialing Publication	The Administrator's Assignment Manual, 2019

Management Resources	Description
Court Decision	Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959
Court Decision	Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Court Decision	Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
CSBA Publication	Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
CSBA Publication	Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
CSBA Publication	Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
CSBA Publication	Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact

Management Resources	Description
	Sheet, November 2009
CSBA Publication	Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
CSBA Publication	Physical Education and California Schools, Policy Brief, October 2007
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
U.S. Dept. of Health & Human Services Publication	Physical Activity Guidelines for Americans, 2nd Edition, October 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Project LEAN (Leaders Encouraging Activity and Nutrition)
Website	Healthy People 2010
Website	President's Council on Sports, Fitness and Nutrition
Website	U.S. Department of Health and Human Services
Website	National Association for

Management Resources	Description
	Sport and Physical Education
Website	Commission on Teacher Credentialing
Website	CSBA
Website	Centers for Disease Control and Prevention
Website	California Healthy Kids Resource Center
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3514	Environmental Safety
4112.2	Certification
4112.21	Interns
4112.21	Interns
4113	Assignment
4115	Evaluation/Supervision

Code	Description
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4131	Staff Development
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4231	Staff Development
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
5030	Student Wellness
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
6011	Academic Standards
6112	School Day

Code	Description
6112	School Day
6141	Curriculum Development And Evaluation
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6146.1	High School Graduation Requirements
6146.1	High School Graduation Requirements
6146.1-E PDF(1)	High School Graduation Requirements
6159	Individualized Education Program
6162.5	Student Assessment
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6177	Summer Learning Programs
6177	Summer Learning Programs

Code	Description
6190	Evaluation Of The Instructional Program

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 04/11/2023

SUBJECT: Williams Complaint Report

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending the board receive a report regarding Williams-type complaints filed with the district during the time period from January 1, 2023, to March 31, 2023.

RATIONALE/BACKGROUND:
The Williams legislation embodied in Education Code section 35186(d) requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district.

ATTACHMENT(S):
A: Williams Act 3rd Quarterly Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

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: Linda C. T. Simlick, General Counsel LCTS

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

San Juan Unified School District
Legal Services
3738 Walnut Avenue, Carmichael, California 95608
P.O. Box 477, Carmichael, California 95609-0477
Telephone (916) 971-7110; FAX (916) 971-7704
Internet Web Site: www.sanjuan.edu

Melissa Bassanelli, Superintendent of Schools
Linda C. T. Simlick, General Counsel

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)
Quarterly Report

Year covered by this report: 2023

Quarter covered by this report: Quarter 3 (January - March)

Sufficiency of textbooks

Number of complaints:	0
Number resolved:	0
Number unresolved:	0

School facilities issues

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Vacancy or misassignment of teachers

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Respectfully submitted: Linda C. T. Simlick
General Counsel

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 04/11/2023

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.

The public is invited to comment at the board meeting.

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.

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

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023, 03/27/2023
Board of Education: 03/28/2023

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-6

MEETING DATE: 04/11/2023

SUBJECT: Board Meeting Dates 2023-2024

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed board meeting dates for the 2023-2024 school year.

RATIONALE/BACKGROUND:
Regular board meetings are held on the second and fourth Tuesday of each month, unless noted otherwise. There are no board meetings held in July. Due to the holiday, winter break and spring break, the superintendent is proposing that one (regular) meeting be held during the months of November, December and March. The December meeting must take place after the second Friday in December in order to comply with Education Code 35143.

August 8, 2023
August 22, 2023
September 12, 2023
September 26, 2023
October 10, 2023
October 24, 2023
November 14, 2023
December 12, 2023
January 9, 2024
January 23, 2024
February 13, 2024
February 27, 2024
March 19, 2024 *(3rd Tuesday)*
April 9, 2024
April 23, 2024
May 14, 2024
May 28, 2024
June 11, 2024
June 25, 2024

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

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SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 04/11/2023

SUBJECT: Committee Representatives

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board select committee representatives to serve the remainder of 2023.

RATIONALE/BACKGROUND:
The trustee area 7 vacancy has resulted in the following committee representative openings:

- Citizens/Bond Oversight Committee [Vacant; Villescaz (alt.)] – meets quarterly
- Special Education Community Advisory Committee (CAC) [Creason; Vacant (alt.)] – meets monthly on third Wednesday
- City of Citrus Heights Education and Community Programs Committee [Kravchuk (area 5); Vacant (area 7); Creason (board president)] – meets 3-4 times per year

ATTACHMENT(S):
N/A

BOARD COMMITTEE ACTION/COMMENT:
N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2022-2023

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 – D	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
*Board Policy Revisions – A [Discussed 04/11/23]	Simlick

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
CSEA Initial Proposal for Contract Reopeners 2023-2024 – PC [Discussed 04/25/23]	Thigpen
District's Initial Bargaining Proposal with SJTA for Contract Reopeners 2023-2024 – PC/A [Discussed 04/25/23]	Thigpen
*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

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