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 25, 2023

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

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

B. CLOSED SESSION – 5:30 p.m.

1. Student expulsions in two 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).

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

D. APPROVAL OF THE MINUTES – April 11, 2023, regular meeting, pages 2508-2511.

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

1. Recognition
a. National Nurses Week and National School Nurse Day (Calvin)
Action: Adoption of Resolution No. A-424 proclaiming the week of May 6-12 as National Nurses Week and May 10 as National School Nurse 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-15 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-15, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

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

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

3. *Business/Financial Report – notices of completion and warrants and payroll.

4. Acceptance of the following gifts: *(# = donor's estimate)*
   Bella Vista High School: from Georgia Karnezis – for used Bundy II tenor saxophone for band department: $800(#).
   El Camino Fundamental High School: from El Camino Class of 1972 (Jeff Thomas) – for new GXD8 800-watt processing amplifier: $860; from Laurie Giberson – for formal clothing and accessories for prom, senior ball, job interviews or family needs: $500(#).

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

6. *Approval of the 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. (Discussed: 04/11/2023).

7. *Approval of the following new high school courses for 2023-2024 – 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); and Adult Education: California Basic Educational Skills Test (CBEST) Preparation Course. (Discussed: 04/11/2023).

8. *Approval of the 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. (Discussed: 04/11/2023).

9. *Adoption of Resolution No. 4077 School Board Election Order.

10. *Approval of the lease agreement between San Juan Unified School District and United Cerebral Palsy of Sacramento and Northern California at La Vista Center, 4501 Bannister Road, Fair Oaks, California 95628, effective May 1, 2023 - June 30, 2024.

11. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Casa Roble Fundamental High School locker room modernization project.

12. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Mesa Verde High School locker room modernization project.

13. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Mariemont Elementary School interim housing and modernization project.

14. *Adoption of Resolution No. 4078 approving the first amendment to the lease for the Mariemont Elementary School Modernization & Interim Housing Project Nos. 130-9495-P1 and 130-9495-P2 between San Juan Unified School District and SB James Construction.

15. *Certification that the April 11, 2023, regular meeting, absence of board member Pam Costa 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. Secondary Expanded Learning Opportunities Update – 7:25 p.m. (Schnepp)
Material provided.

Report: regarding an update on the Expanded Learning Opportunities (ELO) within the secondary school division.

2. Site Safety Implementation Plan Update – 7:50 p.m. (Camarda)
Material provided.

Report: regarding an update on the progress of the site safety implementation plan.

3. Technology Services Update – 8:10 p.m. (Skibitzki)
Material provided.

Report: regarding an overview of the different functions and projects within technology services.

4. Public Hearing: Department of Toxic Substance Control Preliminary Endangerment Assessment for Katherine Johnson Middle School – 8:30 p.m. (Camarda)
Material provided.

Public Hearing: regarding the Preliminary Endangerment Assessment (PEA) for the Katherine Johnson Middle School Project No. 055-9512-P1.

5. Presentation of California School Employees Association Chapter 127 Initial Proposal for Contract Reopeners 2023-2024 – 8:35 p.m. (Thigpen)
Material provided.

Discussion: regarding the bargaining interests of the California School Employees Association Chapter 127. Public comment: 05/09/2023.

6. Presentation of San Juan Supervisors Association Initial Proposal for Contract Reopeners 2023-2024 – 8:40 p.m. (Thigpen)
Material provided.

Discussion: regarding the bargaining interests of the San Juan Supervisors Association. Public comment: 05/09/2023.

7. Presentation of San Juan Professional Educators Coalition Initial Proposal for Contract Reopeners 2023-2024 – 8:45 p.m. (Thigpen)
Material provided.

Discussion: regarding the bargaining interests of the San Juan Professional Educators Coalition. Public comment: 05/09/2023.

8. Presentation of District's Initial Bargaining Proposal with San Juan Teachers Association for Contract Reopeners 2023-2024 – 8:50 p.m. (Thigpen)
Material provided.

Discussion: regarding the district's bargaining interests with the San Juan Teachers Association for contract reopeners for 2023-2024. Public comment/action anticipated: 05/09/2023.

J. BOARD REPORTS – 8:55 p.m.

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

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

L. ADJOURNMENT – 9:10 p.m.

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

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

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

NOTE: The times indicated are approximate.

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

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

Board of Education Minutes
April 11, 2023

Regular Meeting
Board of Education
5:15 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The April 11 regular meeting was called to order by the president, Zima Creason. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call
Present:
Zima Creason, president
Saul Hernandez, clerk
Ben Avey, member
Paula Villescaz, member
Tanya Kravchuk, member
Absent:
Pam Costa, vice president
Vacant:
Trustee area 7, member

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

Closed Session (B)
The meeting was then recessed with the board convening in closed session to consider student expulsions in four cases (Education Code section 48918[f]); 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); and to consider personnel matters – public employee appointment/employment – interim deputy superintendent (Government Code section 54957).

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

Minutes Approved (D-1, D-2)
It was moved by Mr. Hernandez, seconded by Ms. Kravchuk, that the minutes of the March 28 regular meeting be approved. MOTION CARRIED 4-0-1 [AYES: Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSTAIN: Creason; ABSENT: Costa].

It was moved by Ms. Villescaz, seconded by Mr. Avey, that the minutes of the March 31 special meeting be approved. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Hernandez, Avey, Villescaz, Kravchuk; NOES: None, ABSENT: Costa].

Recognition: Week of the Young Child (E-1a)
It was moved by Ms. Kravchuk, seconded by Ms. Villescaz, to adopt Resolution No. A-422 proclaiming the week of April 1-7 as the Week of the Young Child. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSENT: Costa].

Recognition: California School Bus Driver's Appreciation Day (E-1b)
It was moved by Mr. Avey, seconded by Ms. Kravchuk, to adopt Resolution No. A-423 proclaiming April 25 as California School Bus Driver's Appreciation Day. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSENT: Costa].

High School Student Council Reports (E-2)
High School Student Council representatives Zubin Tagore from San Juan High School and Mel Somvang and Justin Orozco Ramirez from Encina Preparatory High School updated the board on the goals, activities and achievements at their respective schools.

Board-appointed/District Committees (E-3)
Myel Thelen, chair of the Curriculum, Standards, Instructional and Student Services Committee (C&S), shared that the committee unanimously decided to move both the instructional materials adoptions and the new high school courses board items forward to the board for consideration.

Closed Session/Expulsion Actions (E-7)
Mr. Hernandez reported that the board voted unanimously to accept a hearing panel's recommendation of three stipulated suspended expulsions in case numbers M-12, M-51 and S-41 and to accept as written one stipulated expulsion in case number M-54.

Mr. Hernandez also reported that the board took action in closed session to approve and ratify the temporary employment contract for Interim Deputy Superintendent for Amy Slavensky. The vote was unanimous. Pursuant to the Government Code which requires a verbal summary of compensation and fringe benefits, Ms. Slavensky's temporary contract is effective April 12, 2023, through June 30, 2024, and provides for compensation in the amount of $255,758, annually. Ms. Slavensky will receive the same health and welfare benefits and salary adjustments as other district administrators.

Visitor Comments (F)
Nicole Roman spoke about the elimination of the vice principal position at Gold River Discovery Center.

Dolores Cortez made comments regarding the LGBTQ lunch club at Deterding Elementary School.

Kristi Beckley expressed support for keeping the vice principal position at Gold River Discovery Center.

Kris Schwartz spoke about the pride club at Deterding Elementary School.

Lorreen Pryor spoke about the Black Youth Leadership Project (BYLP) podcast and the work of the organization.

Lisa Stanley shared information about the work of BYLP.

Consent Calendar Approved (G-1/G-3)
Mr. Avey pulled item G-4 and Ms. Creason pulled item G-5. It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, that the consent calendar items G-1 through G-3 be approved. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSENT: Costa].

Personnel (G-1)
Appointments, leaves of absence, separations and pre-retirement reduced workload – approved as submitted.

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

Gifts (G-3)
Acceptance of gifts to Bella Vista High School, El Camino Fundamental High School and Camp Winthers.

Consent Calendar Continued (H)
Board Governance Handbook (G-4)
Approval of the proposed revisions to the Board Governance Handbook. (Discussed: 12/13/2022, 01/24/2023, 03/28/2023).

It was moved by Mr. Avey that the consent calendar item G-4 be approved as amended to include a second paragraph on page 8 under public comments: "*The public shall be offered the opportunity to offer public comment in person, in writing or remotely in real time using call-in or internet-based technology."* There being no second, the motion was not considered.

It was moved by Ms. Villescaz, seconded by Mr. Hernandez, that the consent calendar item G-4 be approved as presented. MOTION CARRIED 3-1-1 [AYES: Creason, Hernandez, Villescaz; NOES: Avey; ABSTAIN: Kravchuk; ABSENT: Costa].

Certification of Absence: Zima Creason (G-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.

It was moved by Ms. Villescaz, seconded by Mr. Avey, that the consent calendar item G-5 be approved. MOTION CARRIED 4-0-1 [AYES: Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSTAIN: Creason; ABSENT: Costa].

Instructional Materials Adoptions (I-1)
Assistant Superintendent of Secondary Education and Programs Kristan Schnepp presented the topic and then introduced Director of Professional Learning and Innovation (PLI) Nicole Kukral. Ms. Kukral introduced the team of PLI program specialists who facilitated the process: Heather Brandt (English language arts and history-social science), Paula Baucom (health and science), Liz Julienne (mathematics) and Nicole Naditz (instructional technology and world languages). Ms. Brandt presented the materials recommendations and explained the small adoptions process. Ms. Baucom reviewed the details of the adoption selection process, including the selection criteria and stages of the process. Ms. Baucom noted that the adoption process for Physics of the Universe concluded this year after being postponed last year, and she shared the associated cost of the physics adoption. Ms. Julienne shared information regarding the cost of technology (chromebooks). Ms. Naditz spoke about professional learning opportunities for teachers.

Mr. Avey thanked the C&S committee and staff for their work on this item. Ms. Villescaz asked clarifying questions regarding the physics adoption, which Ms. Baucom addressed. Ms. Kravchuk encouraged staff to find additional ways to solicit more input from families. Ms. Kukral explained that staff has plans to gather input from the C&S committee about identifying creative ways to engage the community throughout the adoption process. Superintendent Bassanelli noted the opportunity to work with other district committees on ways to broaden community outreach. Ms. Brandt shared information about the communication tools that were used during this adoption cycle. Ms. Kravchuk offered suggestions for future community outreach. Ms. Creason expressed appreciation for the work of the C&S committee and she acknowledged the district's commitment to broaden community outreach on this topic. Action was scheduled for April 25.

New High School Courses (I-2)
Ms. Kukral presented the item, explained the new course request process and reviewed the list of the four new proposed high school courses and one adult education course for 2023-2024 which includes: 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); and Adult Education: California Basic Educational Skills Test (CBEST) Preparation Course. Board members made comments and posed questions, which staff addressed. Action was scheduled for April 25.

Board Policy Revisions (I-3)
General Counsel Linda Simlick presented 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, explaining that the revisions are necessary to ensure compliance with federal and state law through the Federal Program Monitoring (FPM) process. Board members asked clarifying questions regarding the language referencing the Boys Scouts of America, which Ms. Simlick explained was mandatory. Action was scheduled for April 25.

Williams Complaint Report (I-4)
Ms. Simlick explained that the district must report on the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized

data on the nature and resolution of all Williams-type complaints. Ms. Simlick stated that, during the time period from January through March 2023, there were no Williams-type complaints filed.

San Juan Teachers Association Initial Proposal for Contract Reopeners 2023-2024 (I-5)
Executive Director of Labor Relations and Government Affairs Daniel Thigpen presented the bargaining interests of the San Juan Teachers Association for public comment. Ms. Creason stated there were no requests for public comment.

Proposed Board Meeting Dates for 2023-2024 (I-6)
It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, to approve the board meeting dates for the 2023-2024 school year as presented. MOTION CARRIED UNANIMOUSLY [AYES: Creason, Hernandez, Avey, Villescaz, Kravchuk; NOES: None; ABSENT: Costa].

Committee Representatives (I-7)
Ms. Creason explained that the trustee area 7 vacancy has resulted in three committee representative openings. The board made changes to the board representatives/alternates on the following committees effective until December 2023:

- Citizens/Bond Oversight Committee [Ms. Villescaz; alternate Mr. Hernandez]
- Special Education Community Advisory Committee [Ms. Creason; alternate Mr. Avey]
- City of Citrus Heights Education and Community Programs Committee [Ms. Kravchuk (area 5); Mr. Avey (area 6); Ms. Creason (board president)]

Board Reports (J)
Ms. Creason apologized for missing recent events due to COVID-19 and she thanked everyone who stepped in to help.

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

Adjournment (L)
At 7:59 p.m., there being no further business, the regular 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: **04/25/2023**

SUBJECT: National Nurses Week and National School Nurse Day

DEPARTMENT: Student Support Services

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

ACTION REQUESTED:
The superintendent is recommending the board adopt Resolution No. 424 proclaiming the week of May 6-12, 2023, as National Nurses Week and May 10, 2023 as National School Nurse Day.

RATIONALE/BACKGROUND:
Each year the district acknowledges National Nurses Week and recognizes district school nurses and health services staff for their dedication and outstanding work performed on behalf of San Juan Unified School District students. San Juan's Credentialed School Nurses, Licensed Vocational Nurses and Health Clerks support the district's Strategic Plan by taking a leadership role in a coordinated school health system, delivering health services to children, striving to eliminate health disparities and barriers to good health and by supporting academic success for all students.

ATTACHMENT(S):
A: Resolution No. A-424

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 3, 4
Action: N/A
Strategic Plan: 1, 2

PREPARED BY: Dominic Covello, Director, Student Support Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services DC
Melissa Bassanelli, Superintendent of Schools MB

SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. A-424

NATIONAL NURSES WEEK AND NATIONAL SCHOOL NURSE DAY
May 6 - 12, 2023

WHEREAS, children are our most valuable resource and we must take whatever steps necessary to ensure their good health; and

WHEREAS, healthy children learn better, and the State of California has encouraged schools to help families ensure that their children are healthy, ready and able to be taught; and

WHEREAS, in addition to providing for students' immediate health needs, school nurses are continually working to promote healthy lifestyles and educate students about steps they can take to protect and strengthen their physical and emotional well-being; and

WHEREAS, credentialed school nurses are pivotal members of a coordinated school health system, delivering health services to children, eliminating health disparities and barriers and supporting academic success for all children; and

WHEREAS, the San Juan Unified School District Board of Education continues to have a vision for lifelong learners who are prepared in every way to participate in shaping the future; now therefore

BE IT RESOLVED that the San Juan Unified School District Board of Education does hereby acknowledge May 6 - 12, 2023, as National Nurses Week and May 10, 2023, as National School Nurse Day in recognition of the dedicated school nurse professionals and the outstanding work they perform on behalf of the District's children.

IN WITNESS WHEREOF, we the members of the Governing Board of the San Juan Unified School District, of Sacramento County have signed this resolution on this 25th day of April 2023.

Attested to this 25th day of April 2023

_____
Melissa Bassanelli, Superintendent of Schools

_____
Zima Creason, President

_____
Pam Costa, Vice President

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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

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	1
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Pre-Retirement Reduced Workload	
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Errata	
Job Description/Salary Range Change	
Management	
Certificated	
Classified	2-16
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	Holcomb, Elizabeth	Prob	Principal K/6	Carriage	04/26/23

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Rehire	Mc Clellan, Elizabeth	Temp	Tch-Mod/Severe K/12	Garfield	04/10/23	06/07/23
Rehire	Shintaku, Vanessa	Prob	Tch-Resource Spec K/12	Kingswood	04/12/23	

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Aldaz, Esmeralda	Prob	Instructional Assistant I	Encina High School	04/10/23
New Hire	Barney, Lisa	Prob	Instructional Assistant I	Earl Legette	04/18/23
New Hire	Blaja, Anastasia	Prob	Custodian	La Vista	04/17/23
New Hire	Cannon, Stevens	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/27/23
New Hire	Chagolla Quezada, Paloma	Prob	School Playground Rec Aide	Howe Avenue	04/14/23
New Hire	Cochran, Benjamin	Prob	Custodian	Gold River	04/11/23
New Hire	Duran Servin, Elida	Prob	Nutrition Services Worker I	Mira Loma	04/11/23
New Hire	El Mir, Majida	Prob	Instructional Assistant I	Howe Avenue	03/29/23
New Hire	Ford IV, William	Prob	Groundskeeper/Gardener	M&O - Building Maintenance	04/03/23
New Hire	Galli, Vincent	Prob	Custodian	Ralph Richardson	04/12/23
New Hire	Geres, Samar	Prob	Instructional Assistant III	Casa Roble	03/27/23
New Hire	Ghafoori, Mujeeb	Prob	Inst Asst/Bil-Farsi	Katherine Johnson	04/10/23
New Hire	Landuyt, Daniel	Prob	Van Driver	Transportation	03/30/23
New Hire	Marron, Vanessa	Prob	Nutrition Services Worker I	Carmichael	04/18/23
New Hire	Mashreghi, Ziba	Prob	Non-Instructional Support	Coyle ECE	03/31/23
New Hire	Mediano, Madalyn	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/27/23
New Hire	Moorehead, Thomas	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/27/23
New Hire	Perreira, Amie	Prob	Nutrition Services Worker I	Thomas Edison	04/11/23
New Hire	Poppert, Krista	Prob	Elem School Secretary	Grand Oaks	04/17/23
New Hire	Reed, Samya	Prob	Nutrition Services Worker I	Mira Loma	04/18/23
New Hire	Rios, Gladis	Prob	Custodian	Mesa Verde	03/31/23
New Hire	Roper, Samantha	Prob	Nutrition Services Worker I	Del Campo	03/28/23
New Hire	Shoemaker, Jaxson	Prob	Expnd Lrng Progs Assistant	Pupil Personnel Services	03/28/23
New Hire	Shtirbu, Sergey	Prob	Database Administrator	Technology Services	04/12/23
New Hire	Young, Mya	Prob	Instructional Asst III	Ralph Richardson	04/10/23
Rehire	Singh, Amandeep	Prob	Custodian	Fair Oaks	04/17/23

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Vega, Stephanie	Perm	Teacher Grade 1	Starr King	03/04/23	06/07/23

3. SEPARATIONS

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Lauder, Jessica	Perm	Assistant Director, Special Ed	Special Education- Kenneth	06/30/23
Retirement	Colvin, Patricia	Perm	Manager, Fiscal Services	Fiscal Services	04/28/23

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Babwin, Kim	Perm	Psychologist	Special Education-Kenneth	06/30/23

3. SEPARATIONS (Continued)

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Carter, Hannah	Perm	Tch-Resource Spec K/12	Bella Vista	03/24/23
Suspension	CE-327	Perm	Tch-Grade 7/8	Teaching and Learning	05/02/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Aceves-Fonseca, Fabiola	Prob	Bilingual Translator-Spanish	Central Enrollment/Family	04/10/23
Resignation	Ahmed, Fariha	Prob	Instructional Assistant I	Gold River	03/17/23
Resignation	Al Badri, Sura	Prob	Instructional Assistant I	Whitney Avenue	03/31/23
Resignation	Alazzawi, Mayadah	Prob	Nutrition Services Worker I	CMP @ Carmichael	03/31/23
Resignation	Azizi, Hawa	Perm	Non-Instructional Support	Howe Avenue ECE	03/13/23
Resignation	Chavez, Victoria	Prob	Child Development Assist	Mission Avenue ECE	11/18/22
Resignation	Fisher, Wesley	Perm	Custodian	Orangevale Open	04/11/23
Resignation	Frank, Charlotte	Perm	IA-Orthopedic/Visual Impair	Central Enrollment/Family	03/28/23
Resignation	Gamez, John	Prob	Campus Monitor	Encina	03/31/23
Resignation	Henry, Christine	Prob	Bus Driver	Transportation	03/31/23
Resignation	Hernandez, Andreya	Prob	Child Develop Assistant-SA	Mariemont- ECE	04/13/23
Resignation	Judd, Jenny	Prob	School Playground Rec Aide	Trajan	03/31/23
Resignation	Perez, Dominic	Perm	Welder/Fabricator	M&O-Building Maintenance	04/21/23
Resignation	Recinos, Michael	Perm	Instructional Assistant III	Del Campo	06/06/22
Resignation	Romanov, Esther	Prob	Instructional Assistant I	Arlington	03/31/23
Resignation	Smith, Robert	Prob	Custodian	Fair Oaks	03/29/23
Resignation	Volchanskiy, Aleksan	Perm	Htg & Air Cond Tech II	M&O - Building Maintenance	03/31/23
Resignation	Warrick, Thomas	Perm	Instructional Asst III	Laurel Ruff	01/31/23
Resignation	Williamson, Sandra	Prob	Instructional Assistant I	Cameron Ranch	03/28/23
Termination	Doan, Jennifer	Prob	Instructional Assistant	Mariemont	03/31/23
Suspension	CL-560	Perm	Instructional Assistant III	Teaching and Learning	04/26/23
Dismissal	CL-561	Prob	Nutritional Services Worker I	Nutrition Services	02/17/23

4. JOB DESCRIPTION / SALARY RANGE CHANGE

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Various Positions	CSEA	Update	Varies	Varies	07/01/22

*.75 Allocation for positional changes per MOU dated 04/10/23

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
10	418	Non-Instructional Support Aide	$2,860	$2,980
	892	Community Liaison		
	980	Program Aide		
	1201	Neighborhood Parent Liaison		
12	960	Child Development Assistant - School Age	$2,860	$3,117
	984	Instructional Assistant I		
13	759	Campus Representative	$2,860	$3,188
	985	Campus Monitor		
14	415	Instructional Assistant Alternative Learning Center	$2,860	$3,257
	637	Instructional Assistant Academy		
	946	Clerk		
16	758	Special Education Campus Intervention Support	$2,860	$3,400
17	945	Intermediate Clerk	$2,860	$3,483
18	790	Instructional Assistant - Bilingual: Pashto	$2,860	$3,569
	791	Instructional Assistant - Bilingual: Dari		
	823	Instructional Assistant - Bilingual: Arabic		
	944	Intermediate Clerk Typist		
	951	Instructional Assistant - Bilingual: Ukrainian		
	963	Instructional Assistant - Bilingual: Russian		
	973	Youth/Adult Employment Technician I		
	974	Instructional Assistant: Bilingual: Farsi		
	993	Instructional Assistant - Bilingual: Spanish		
	999	Health Assistant		
19	411	Child Development Assistant - Infant/Toddler/Preschool	$2,902	$3,657
19B	430	Expanded Learning Programs Assistant	$2,934	$3,692
	972	Instructional Assistant - Deaf And Hard-Of-Hearing		
	976	Instructional Assistant - Orthopedic/Visual Impaired		
	978	Instructional Assistant II		
20	528	Account Clerk I	$2,965	$3,727
	742	Bilingual Translator, Spanish		
	743	Bilingual Translator, Russian		
	744	Bilingual Translator, Ukrainian		
	745	Bilingual Translator, Arabic		
	746	Bilingual Translator, Farsi		
	747	Bilingual Translator, Dari		
	748	Bilingual Translator, Pashto		

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
21	413	Parent/Family Support Ambassador	$3,043	$3,821
	741	School/Community Resource Assistant, Arabic		
	750	School/Community Resource Assistant, Farsi		
	751	School/Community Resource Assistant, Spanish		
	752	School/Community Resource Assistant, Dari		
	753	School/Community Resource Assistant, Russian		
	754	School/Community Resource Assistant, Ukrainian		
	755	School/Community Resource Assistant, Pashto		
22	419	Social Emotional Support Technician	$3,104	$3,914
	529	Senior Records & Report Clerk		
	531	Middle School Records & Report Clerk		
	894	School/Community Intervention Assistant		
	895	Prevention Assistant		
	919	Instructional Assistant III		
	970	Braillist		
	987	Instructional Assistant - Multiple/Severe Handicap		
23	494	Admission & Family Services Technician	$3,175	$4,004
	625	Front Lobby Receptionist		
	655	Registrar/Secretary - Academy		
	897	Middle School Media/Library Technician		
	933	High School Secretary I		
	934	Secretary		
24	493	Attendance Technician	$3,243	$4,090
	527	Account Clerk II		
	737	Fiscal Technician I		
	914	Senior Personnel Clerk		
25	533	Instructional Materials Technician	$3,316	$4,185
	936	Elem School Secretary		
	969	Youth/Adult Employment Technician II		
	981	College & Career Center Technician		
26	931	High School Secretary II	$3,400	$4,288
	938	Middle School Secretary*		
27	532	School Controller	$3,483	$4,389
	631	Payroll Technician I*		
	768	Facilities Use Technician		
28	899	School/Community Intervention Specialist I	$3,556	$4,488

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
28	930	Admin Assistant	$3,556	$4,488
29	441	Fiscal Technician II - Bond	$3,642	$4,591
	632	Payroll Technician II*		
	641	Employee Benefits Technician		
	738	Fiscal Technician II		
	824	Community Relations Technician		
	912	Personnel Technician		
30	431	Expanded Learning Programs Site Facilitator	$3,726	$4,704
31	417	Payroll Specialist	$3,813	$4,814
	701	Budget Technician		
	704	Retirement Specialist		
32	506	Procurement Technician	$3,895	$4,936
	549	Financial Information System Support Specialist		
	557	Technology Support Specialist I		
	762	Data Compliance Technician		
	765	SIS Support Specialist I		
34	438	Family And Community Engagement Facilitator	$4,082	$5,163
	757	School/Community Refugee Specialist		
	891	School/Community Intervention Specialist II		
	893	School/Community Prevention Specialist		
35	432	Expanded Learning Program Specialist	$4,181	$5,289
	497	Procurement Specialist (Construction/Bond)		
	2203	Sign Language Interpreter		
37	957	Instructional Assistant Health	$4,374	$5,524
38	436	District/Community Engagement Specialist	$4,479	$5,655
	719	LCAP Specialist		
39	498	School/Community Worker - Indigenous Program	$4,585	$5,798
	890	School/Community Worker		
40	603	Safety Specialist	$4,696	$5,943
	819	Speech & Language Pathology Assistant		
41	467	Procurement Analyst	$4,799	$6,076
	468	Procurement Analyst Facilities/Construction		
	504	Accounting Analyst		
	507	Risk Management Analyst		
	562	Accountant		
	735	Communications Specialist		

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
41	782	Operations Analyst Facilities/Maintenance/Transportation	$4,799	$6,076
44	535	Technology Support Specialist II	$5,148	$6,530
46	896	Mental Health Worker	$5,392	$6,837
47	525	Senior Technology Support Specialist	$5,524	$6,994
48	579 780	Telecommunications Systems Technician* Community Safety Specialist	$5,657	$7,163
50	482 551	Communication Specialist II Data Networking Specialist	$5,924	$7,516
51	483 621 739 763 922	LCAP Analyst Mental Health Therapist Certified Occupational Therapy Assistant State/Federal Restricted Funds Analyst Research Analyst	$6,065	$7,686
53	543 781	Senior Programmer Analyst Senior Community Safety Specialist	$6,555	$8,303
60	837	Database Administrator	$7,792	$9,869
67	635	Occupational Therapist	$9,268	$11,644

SHIFT DIFFERENTIAL

2nd Shift (3:00 pm - 10:59 pm) additional $0.36 per hour
3rd Shift (11:00 pm - 6:59 am) additional $0.42 per hour
*CDA SA/ITPR Continuing Education - Step 7

ANNIVERSARY/LONGEVITY INCREMENTS

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

Board Approval Date: April 25, 2023
10% Retro to July 1, 2022
***** Position Range Increase Approved April 10, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Range		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
10	Monthly	$2,860	$2,860	$2,860	$2,860	$2,860	$2,980
	Hourly	16.50	16.50	16.50	16.50	16.50	17.19
11	Monthly	$2,860	$2,860	$2,860	$2,860	$2,902	$3,053
	Hourly	16.50	16.50	16.50	16.50	16.74	17.61
12	Monthly	$2,860	$2,860	$2,860	$2,860	$2,965	$3,117
	Hourly	16.50	16.50	16.50	16.50	17.11	17.99
13	Monthly	$2,860	$2,860	$2,860	$2,902	$3,043	$3,188
	Hourly	16.50	16.50	16.50	16.74	17.56	18.39
14	Monthly	$2,860	$2,860	$2,860	$2,965	$3,104	$3,257
	Hourly	16.50	16.50	16.50	17.11	17.91	18.79
15	Monthly	$2,860	$2,860	$2,902	$3,045	$3,175	$3,339
	Hourly	16.50	16.50	16.74	17.57	18.32	19.26
15B	Monthly	$2,860	$2,860	$2,934	$3,073	$3,209	$3,369
	Hourly	16.50	16.50	16.93	17.73	18.51	19.44
16	Monthly	$2,860	$2,860	$2,965	$3,104	$3,243	$3,400
	Hourly	16.50	16.50	17.11	17.91	18.71	19.61
17	Monthly	$2,860	$2,902	$3,043	$3,175	$3,316	$3,483
	Hourly	16.50	16.74	17.56	18.32	19.13	20.10
18	Monthly	$2,860	$2,965	$3,104	$3,243	$3,400	$3,569
	Hourly	16.50	17.11	17.91	18.71	19.61	20.59
19	Monthly	$2,902	$3,043	$3,175	$3,316	$3,483	$3,657
	Hourly	16.74	17.56	18.32	19.13	20.10	21.10
19B	Monthly	$2,934	$3,073	$3,209	$3,358	$3,520	$3,691
	Hourly	16.93	17.73	18.51	19.37	20.31	21.30
20	Monthly	$2,965	$3,104	$3,243	$3,400	$3,556	$3,727
	Hourly	17.11	17.91	18.71	19.61	20.52	21.51
20A	Monthly	$2,984	$3,121	$3,262	$3,420	$3,577	$3,750
	Hourly	17.22	18.01	18.82	19.73	20.64	21.64
21	Monthly	$3,043	$3,175	$3,316	$3,483	$3,642	$3,821
	Hourly	17.56	18.32	19.13	20.10	21.01	22.04
22	Monthly	$3,104	$3,243	$3,400	$3,556	$3,726	$3,914
	Hourly	17.91	18.71	19.61	20.52	21.49	22.58
23	Monthly	$3,175	$3,316	$3,483	$3,642	$3,813	$4,004
	Hourly	18.32	19.13	20.10	21.01	22.00	23.10
24	Monthly	$3,243	$3,400	$3,556	$3,726	$3,895	$4,090
	Hourly	18.71	19.61	20.52	21.49	22.47	23.60

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Range		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
25	Monthly	$3,316	$3,483	$3,642	$3,813	$3,987	$4,185
	Hourly	19.13	20.10	21.01	22.00	23.00	24.15
26	Monthly	$3,400	$3,556	$3,726	$3,895	$4,082	$4,288
	Hourly	19.61	20.52	21.49	22.47	23.55	24.74
27	Monthly	$3,483	$3,642	$3,813	$3,987	$4,181	$4,389
	Hourly	20.10	21.01	22.00	23.00	24.12	25.32
28	Monthly	$3,556	$3,726	$3,895	$4,082	$4,273	$4,488
	Hourly	20.52	21.49	22.47	23.55	24.65	25.89
29	Monthly	$3,642	$3,813	$3,987	$4,181	$4,374	$4,591
	Hourly	21.01	22.00	23.00	24.12	25.23	26.49
30	Monthly	$3,726	$3,895	$4,082	$4,273	$4,479	$4,704
	Hourly	21.49	22.47	23.55	24.65	25.84	27.14
31	Monthly	$3,813	$3,987	$4,181	$4,374	$4,585	$4,814
	Hourly	22.00	23.00	24.12	25.23	26.46	27.78
32	Monthly	$3,895	$4,082	$4,273	$4,479	$4,696	$4,936
	Hourly	22.47	23.55	24.65	25.84	27.09	28.48
33	Monthly	$3,987	$4,181	$4,374	$4,585	$4,799	$5,039
	Hourly	23.00	24.12	25.23	26.46	27.69	29.07
34	Monthly	$4,082	$4,273	$4,479	$4,696	$4,917	$5,163
	Hourly	23.55	24.65	25.84	27.09	28.37	29.79
35	Monthly	$4,181	$4,374	$4,585	$4,799	$5,032	$5,289
	Hourly	24.12	25.23	26.46	27.69	29.03	30.51
36	Monthly	$4,273	$4,479	$4,696	$4,917	$5,148	$5,405
	Hourly	24.65	25.84	27.09	28.37	29.70	31.19
37	Monthly	$4,374	$4,585	$4,799	$5,032	$5,258	$5,524
	Hourly	25.23	26.46	27.69	29.03	30.34	31.87
38	Monthly	$4,479	$4,696	$4,917	$5,148	$5,392	$5,655
	Hourly	25.84	27.09	28.37	29.70	31.11	32.63
39	Monthly	$4,585	$4,799	$5,032	$5,258	$5,524	$5,798
	Hourly	26.46	27.69	29.03	30.34	31.87	33.45
40	Monthly	$4,696	$4,917	$5,148	$5,392	$5,657	$5,943
	Hourly	27.09	28.37	29.70	31.11	32.64	34.29
41	Monthly	$4,799	$5,032	$5,258	$5,524	$5,789	$6,076
	Hourly	27.69	29.03	30.34	31.87	33.40	35.06
42	Monthly	$4,917	$5,148	$5,392	$5,657	$5,924	$6,223
	Hourly	28.37	29.70	31.11	32.64	34.18	35.90

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Range		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
43	Monthly	$5,032	$5,258	$5,524	$5,789	$6,059	$6,359
	Hourly	29.03	30.34	31.87	33.40	34.96	36.69
44	Monthly	$5,148	$5,392	$5,657	$5,924	$6,221	$6,530
	Hourly	29.70	31.11	32.64	34.18	35.89	37.68
45	Monthly	$5,258	$5,524	$5,789	$6,059	$6,359	$6,675
	Hourly	30.34	31.87	33.40	34.96	36.69	38.51
46	Monthly	$5,392	$5,657	$5,924	$6,221	$6,511	$6,837
	Hourly	31.11	32.64	34.18	35.89	37.57	39.45
47	Monthly	$5,524	$5,789	$6,059	$6,359	$6,658	$6,994
	Hourly	31.87	33.40	34.96	36.69	38.41	40.35
48	Monthly	$5,657	$5,924	$6,221	$6,511	$6,826	$7,163
	Hourly	32.64	34.18	35.89	37.57	39.38	41.33
49	Monthly	$5,789	$6,059	$6,359	$6,658	$6,978	$7,333
	Hourly	33.40	34.96	36.69	38.41	40.26	42.31
50	Monthly	$5,924	$6,221	$6,511	$6,826	$7,161	$7,516
	Hourly	34.18	35.89	37.57	39.38	41.32	43.36
51	Monthly	$6,065	$6,359	$6,658	$6,978	$7,323	$7,686
	Hourly	34.99	36.69	38.41	40.26	42.25	44.34
52	Monthly	$6,404	$6,709	$7,016	$7,354	$7,737	$8,113
	Hourly	36.95	38.71	40.48	42.43	44.64	46.81
53	Monthly	$6,555	$6,866	$7,175	$7,527	$7,905	$8,303
	Hourly	37.82	39.61	41.39	43.43	45.61	47.91
54	Monthly	$6,721	$7,032	$7,354	$7,709	$8,105	$8,509
	Hourly	38.78	40.57	42.43	44.47	46.76	49.09
55	Monthly	$6,887	$7,211	$7,539	$7,901	$8,305	$8,723
	Hourly	39.73	41.60	43.49	45.58	47.92	50.33
56	Monthly	$7,060	$7,390	$7,729	$8,101	$8,515	$8,940
	Hourly	40.73	42.64	44.59	46.74	49.13	51.58
57	Monthly	$7,238	$7,573	$7,916	$8,301	$8,727	$9,165
	Hourly	41.76	43.69	45.67	47.89	50.35	52.88
58	Monthly	$7,417	$7,764	$8,117	$8,509	$8,944	$9,392
	Hourly	42.79	44.79	46.83	49.09	51.60	54.19
59	Monthly	$7,604	$7,956	$8,321	$8,723	$9,169	$9,628
	Hourly	43.87	45.90	48.00	50.33	52.90	55.55
60	Monthly	$7,792	$8,157	$8,526	$8,940	$9,400	$9,869
	Hourly	44.96	47.06	49.19	51.58	54.23	56.94

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified General Unit Salary Schedule (CSEA)
2022 – 2023 Salary Schedule

Range		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
61	Monthly	$7,989	$8,361	$8,740	$9,165	$9,632	$10,117
	Hourly	46.09	48.24	50.42	52.88	55.57	58.37
62	Monthly	$8,187	$8,570	$8,961	$9,392	$9,876	$10,368
	Hourly	47.23	49.45	51.70	54.19	56.98	59.82
63	Monthly	$8,391	$8,784	$9,182	$9,627	$10,122	$10,629
	Hourly	48.41	50.68	52.98	55.54	58.40	61.33
64	Monthly	$8,601	$9,005	$9,413	$9,867	$10,374	$10,896
	Hourly	49.62	51.95	54.31	56.93	59.85	62.87
65	Monthly	$8,818	$9,228	$9,648	$10,117	$10,635	$11,167
	Hourly	50.88	53.24	55.66	58.37	61.36	64.43
66	Monthly	$9,036	$9,459	$9,892	$10,368	$10,900	$11,444
	Hourly	52.13	54.57	57.07	59.82	62.89	66.02
67	Monthly	$9,268	$9,699	$10,153	$10,628	$11,125	$11,644
	Hourly	53.47	55.96	58.58	61.31	64.19	67.18

Board Approval Date: April 25, 2023
10% Retro to July 1, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
15B	721	Nutrition Services Worker I	$2,860	$3,370
20	648	Custodian	$2,965	$3,727
20A	715	Nutrition Services Worker II	$2,985	$3,751
	720	Nutrition Services Cook		
22	636	Lead Custodian	$3,104	$3,914
23	518	Warehouse/Delivery Worker	$3,175	$4,004
	588	M&O Work Order Technician		
	669	Groundskeeper/Gardener		
24	634	Pool Maintenance Mechanic	$3,243	$4,090
	646	Elementary Head Custodian		
25	668	Grounds Equipment Operator	$3,316	$4,185
	710	Nutrition Services Warehouse Inventory Control Technician		
	769	Athletic Fields Technician		
26	644	Middle School Head Custodian	$3,400	$4,288
	683	Lead M&O Work Order Technician/Dispatcher		
28	664	Irrigation Technician	$3,556	$4,488
29	691	Building Maintenance Technician	$3,642	$4,591
	693	Grounds Maintenance Technician		
31	624	Custodial Equipment Technician	$3,813	$4,814
	663	Lead Irrigation Technician		
34	662	Heavy Equipment Operator	$4,082	$5,163
	681	Roofer		
	682	Glazier		
	684	Painter		
	688	Welder/Fabricator		
	695	Equipment Mechanic - M&O		
35	612	Plumber	$4,181	$5,289
	686	Locksmith		
	690	Carpenter		
37	661	Lead Grounds Maintenance Technician	$4,374	$5,524
	674	Lead Painter		
	675	Lead Glazier		
	676	Lead Welder/Fabricator		
	677	Lead Roofer		
	679	Lead Equip Mechanic (M&O)		

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Salary Range	Class Code	Classification Title	Minimum	Maximum
38	610	Lead Plumber	$4,479	$5,655
	614	Nutrition Services Cafeteria Equipment Technician II		
	672	Lead Carpenter		
	687	Lead Locksmith		
41	580	Low Voltage Technician*	$4,799	$6,076
	604	Heating & Air Conditioning Technician II		
42	607	Environmental Safety Technician	$4,917	$6,223
	618	Electrician*		
	771	School Projects Maintenance Specialist		
44	586	Lead Low Voltage Technician*	$5,148	$6,530
	609	Lead Heating & Air Conditioning Technician		
45	611	Lead Environmental Safety Technician	$5,258	$6,675
	616	Lead Electrician*		
48	579	Telecommunications Systems Technician*	$5,524	$6,994

SHIFT DIFFERENTIAL

2nd Shift (3:00 pm - 10:59 pm) additional $0.36 per hour
3rd Shift (11:00 pm - 6:59 am) additional $0.42 per hour
*CDA SA/ITPR Continuing Education - Step 7

ANNIVERSARY/LONGEVITY INCREMENTS

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

Board Approval Date: April 25, 2023
10% Retro to July 1, 2022
***** Position Range Increase Approved April 10, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Range	Monthly Hourly	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
10	Monthly	$2,860	$2,860	$2,860	$2,860	$2,860	$2,980
	Hourly	16.50	16.50	16.50	16.50	16.50	17.19
11	Monthly	$2,860	$2,860	$2,860	$2,860	$2,902	$3,053
	Hourly	16.50	16.50	16.50	16.50	16.74	17.61
12	Monthly	$2,860	$2,860	$2,860	$2,860	$2,965	$3,117
	Hourly	16.50	16.50	16.50	16.50	17.11	17.99
13	Monthly	$2,860	$2,860	$2,860	$2,902	$3,043	$3,188
	Hourly	16.50	16.50	16.50	16.74	17.56	18.39
14	Monthly	$2,860	$2,860	$2,860	$2,965	$3,104	$3,257
	Hourly	16.50	16.50	16.50	17.11	17.91	18.79
15	Monthly	$2,860	$2,860	$2,902	$3,045	$3,175	$3,339
	Hourly	16.50	16.50	16.74	17.57	18.32	19.26
15B	Monthly	$2,860	$2,860	$2,934	$3,073	$3,209	$3,369
	Hourly	16.50	16.50	16.93	17.73	18.51	19.44
16	Monthly	$2,860	$2,860	$2,965	$3,104	$3,243	$3,400
	Hourly	16.50	16.50	17.11	17.91	18.71	19.61
17	Monthly	$2,860	$2,902	$3,043	$3,175	$3,316	$3,483
	Hourly	16.50	16.74	17.56	18.32	19.13	20.10
18	Monthly	$2,860	$2,965	$3,104	$3,243	$3,400	$3,569
	Hourly	16.50	17.11	17.91	18.71	19.61	20.59
19	Monthly	$2,902	$3,043	$3,175	$3,316	$3,483	$3,657
	Hourly	16.74	17.56	18.32	19.13	20.10	21.10
19B	Monthly	$2,934	$3,073	$3,209	$3,358	$3,520	$3,691
	Hourly	16.93	17.73	18.51	19.37	20.31	21.30
20	Monthly	$2,965	$3,104	$3,243	$3,400	$3,556	$3,727
	Hourly	17.11	17.91	18.71	19.61	20.52	21.51
20A	Monthly	$2,984	$3,121	$3,262	$3,420	$3,577	$3,750
	Hourly	17.22	18.01	18.82	19.73	20.64	21.64
21	Monthly	$3,043	$3,175	$3,316	$3,483	$3,642	$3,821
	Hourly	17.56	18.32	19.13	20.10	21.01	22.04
22	Monthly	$3,104	$3,243	$3,400	$3,556	$3,726	$3,914
	Hourly	17.91	18.71	19.61	20.52	21.49	22.58
23	Monthly	$3,175	$3,316	$3,483	$3,642	$3,813	$4,004
	Hourly	18.32	19.13	20.10	21.01	22.00	23.10

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Range	Monthly Hourly	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
24	Monthly	$3,243	$3,400	$3,556	$3,726	$3,895	$4,090
	Hourly	18.71	19.61	20.52	21.49	22.47	23.60
25	Monthly	$3,316	$3,483	$3,642	$3,813	$3,987	$4,185
	Hourly	19.13	20.10	21.01	22.00	23.00	24.15
26	Monthly	$3,400	$3,556	$3,726	$3,895	$4,082	$4,288
	Hourly	19.61	20.52	21.49	22.47	23.55	24.74
27	Monthly	$3,483	$3,642	$3,813	$3,987	$4,181	$4,389
	Hourly	20.10	21.01	22.00	23.00	24.12	25.32
28	Monthly	$3,556	$3,726	$3,895	$4,082	$4,273	$4,488
	Hourly	20.52	21.49	22.47	23.55	24.65	25.89
29	Monthly	$3,642	$3,813	$3,987	$4,181	$4,374	$4,591
	Hourly	21.01	22.00	23.00	24.12	25.23	26.49
30	Monthly	$3,726	$3,895	$4,082	$4,273	$4,479	$4,704
	Hourly	21.49	22.47	23.55	24.65	25.84	27.14
31	Monthly	$3,813	$3,987	$4,181	$4,374	$4,585	$4,814
	Hourly	22.00	23.00	24.12	25.23	26.46	27.78
32	Monthly	$3,895	$4,082	$4,273	$4,479	$4,696	$4,936
	Hourly	22.47	23.55	24.65	25.84	27.09	28.48
33	Monthly	$3,987	$4,181	$4,374	$4,585	$4,799	$5,039
	Hourly	23.00	24.12	25.23	26.46	27.69	29.07
34	Monthly	$4,082	$4,273	$4,479	$4,696	$4,917	$5,163
	Hourly	23.55	24.65	25.84	27.09	28.37	29.79
35	Monthly	$4,181	$4,374	$4,585	$4,799	$5,032	$5,289
	Hourly	24.12	25.23	26.46	27.69	29.03	30.51
36	Monthly	$4,273	$4,479	$4,696	$4,917	$5,148	$5,405
	Hourly	24.65	25.84	27.09	28.37	29.70	31.19
37	Monthly	$4,374	$4,585	$4,799	$5,032	$5,258	$5,524
	Hourly	25.23	26.46	27.69	29.03	30.34	31.87
38	Monthly	$4,479	$4,696	$4,917	$5,148	$5,392	$5,655
	Hourly	25.84	27.09	28.37	29.70	31.11	32.63
39	Monthly	$4,585	$4,799	$5,032	$5,258	$5,524	$5,798
	Hourly	26.46	27.69	29.03	30.34	31.87	33.45
40	Monthly	$4,696	$4,917	$5,148	$5,392	$5,657	$5,943
	Hourly	27.09	28.37	29.70	31.11	32.64	34.29
41	Monthly	$4,799	$5,032	$5,258	$5,524	$5,789	$6,076
	Hourly	27.69	29.03	30.34	31.87	33.40	35.06

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Range	Monthly Hourly	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
42	Monthly	$4,917	$5,148	$5,392	$5,657	$5,924	$6,223
	Hourly	28.37	29.70	31.11	32.64	34.18	35.90
43	Monthly	$5,032	$5,258	$5,524	$5,789	$6,059	$6,359
	Hourly	29.03	30.34	31.87	33.40	34.96	36.69
44	Monthly	$5,148	$5,392	$5,657	$5,924	$6,221	$6,530
	Hourly	29.70	31.11	32.64	34.18	35.89	37.68
45	Monthly	$5,258	$5,524	$5,789	$6,059	$6,359	$6,675
	Hourly	30.34	31.87	33.40	34.96	36.69	38.51
46	Monthly	$5,392	$5,657	$5,924	$6,221	$6,511	$6,837
	Hourly	31.11	32.64	34.18	35.89	37.57	39.45
47	Monthly	$5,524	$5,789	$6,059	$6,359	$6,658	$6,994
	Hourly	31.87	33.40	34.96	36.69	38.41	40.35
48	Monthly	$5,657	$5,924	$6,221	$6,511	$6,826	$7,163
	Hourly	32.64	34.18	35.89	37.57	39.38	41.33
49	Monthly	$5,789	$6,059	$6,359	$6,658	$6,978	$7,333
	Hourly	33.40	34.96	36.69	38.41	40.26	42.31
50	Monthly	$5,924	$6,221	$6,511	$6,826	$7,161	$7,516
	Hourly	34.18	35.89	37.57	39.38	41.32	43.36
51	Monthly	$6,065	$6,359	$6,658	$6,978	$7,323	$7,686
	Hourly	34.99	36.69	38.41	40.26	42.25	44.34
52	Monthly	$6,404	$6,709	$7,016	$7,354	$7,737	$8,113
	Hourly	36.95	38.71	40.48	42.43	44.64	46.81
53	Monthly	$6,555	$6,866	$7,175	$7,527	$7,905	$8,303
	Hourly	37.82	39.61	41.39	43.43	45.61	47.91
54	Monthly	$6,721	$7,032	$7,354	$7,709	$8,105	$8,509
	Hourly	38.78	40.57	42.43	44.47	46.76	49.09
55	Monthly	$6,887	$7,211	$7,539	$7,901	$8,305	$8,723
	Hourly	39.73	41.60	43.49	45.58	47.92	50.33
56	Monthly	$7,060	$7,390	$7,729	$8,101	$8,515	$8,940
	Hourly	40.73	42.64	44.59	46.74	49.13	51.58
57	Monthly	$7,238	$7,573	$7,916	$8,301	$8,727	$9,165
	Hourly	41.76	43.69	45.67	47.89	50.35	52.88
58	Monthly	$7,417	$7,764	$8,117	$8,509	$8,944	$9,392
	Hourly	42.79	44.79	46.83	49.09	51.60	54.19
59	Monthly	$7,604	$7,956	$8,321	$8,723	$9,169	$9,628
	Hourly	43.87	45.90	48.00	50.33	52.90	55.55

SAN JUAN UNIFIED SCHOOL DISTRICT
Classified Operations Support Unit (CSEA)
2022 – 2023 Salary Schedule

Range	Monthly Hourly	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
60	Monthly	$7,792	$8,157	$8,526	$8,940	$9,400	$9,869
	Hourly	44.96	47.06	49.19	51.58	54.23	56.94
61	Monthly	$7,989	$8,361	$8,740	$9,165	$9,632	$10,117
	Hourly	46.09	48.24	50.42	52.88	55.57	58.37
62	Monthly	$8,187	$8,570	$8,961	$9,392	$9,876	$10,368
	Hourly	47.23	49.45	51.70	54.19	56.98	59.82
63	Monthly	$8,391	$8,784	$9,182	$9,627	$10,122	$10,629
	Hourly	48.41	50.68	52.98	55.54	58.40	61.33
64	Monthly	$8,601	$9,005	$9,413	$9,867	$10,374	$10,896
	Hourly	49.62	51.95	54.31	56.93	59.85	62.87
65	Monthly	$8,818	$9,228	$9,648	$10,117	$10,635	$11,167
	Hourly	50.88	53.24	55.66	58.37	61.36	64.43
66	Monthly	$9,036	$9,459	$9,892	$10,368	$10,900	$11,444
	Hourly	52.13	54.57	57.07	59.82	62.89	66.02
67	Monthly	$9,268	$9,699	$10,153	$10,628	$11,125	$11,644
	Hourly	53.47	55.96	58.58	61.31	64.19	67.18

Board Approval Date: April 25, 2023
10% Retro to July 1, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 04/25/2023

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	NA	
Zero Dollar Contract	NA	
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	

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

March 22, 2023 - April 11, 2023

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	3/22/2023	Committee for Children	5 Year License	$ 8,733.00	309 - Green Oaks
TBD	4/11/2023	Approach Marketing	Managed social media platform, 14 month contract	$ 119,480.00	411 - San Juan Adult Education
TBD	4/11/2023	Edupreneur	Coaching and mentorship program April 2023 - June 30, 2024	$ 263,520.00	304- Office of Student Learning Assistance
TBD	3/29/2023	Imagine Learning - Twig Science	Curriculum - 5 year license	$ 25,896.92	700 - Professional Learning and Innovation

Purchasing Contracts Board Report
Change Orders/Amendments

March 22, 2023 - April 11, 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
301003	4/11/2023	Liberty Paper	Paper for SJUSD - additional truck loads needed to supply to sites for FY 22-23	$ 285,000.00	$ -	$ 109,258.00	$ 394,258.00	231 - Business Support Services
300192	4/4/2023	Sysco	Products purchased through other vendor	$ 1,000,000.00	$ (450,000.00)	$ (360,000.00)	$ 190,000.00	213 - Nutrition Services
300185	4/5/2023	Jet Mulch	Additional ground cover needed	$ 90,000.00	$ -	$ 20,000.00	$ 110,000.00	212 - Maintenance and Operations
302360	4/11/2023	PAWAR	Driving staffing service	$ 60,000.00	$0.00	$45,000.00	$ 105,000.00	211 - Transportation

Service Agreement Change Orders

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

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
205757	3/28/2023	Lionakis	Additional surveying for Arcade New Construction project 001-9512-P1	$ 2,625,000.00		$ 57,800.00	$ 2,682,800.00	216 - Facilities
206865	3/28/2023	HB Restoration, Inc.	Additional scope for Will Rogers project DM (paint, floors, furniture) 060-9233-P1	$ 297,066.00		$ 1,194.00	$ 298,260.00	216 - Facilities
203609	3/29/2023	Studio W Architects	Additional scope sewer filter station per RFI 017, DSA CCD 005_B for Del Campo Outdoor Learning (CRT) project 207-9512-P1	$ 221,700.00		$ 10,610.00	$ 232,310.00	216 - Facilities
205470	4/3/2023	Atlas Technical Consultants, LLC	Additional soil work for K. Johnson New Construction project 055-9512-P1	$ 32,700.00	$ 397,873.45	$ 10,370.00	$ 440,943.45	216 - Facilities
202453	4/3/2023	Nacht & Lewis	Additional scope for re-bid for Casa MOD (OCR) project 209-9495-P1	$ 248,250.00		$ 12,412.00	$ 260,662.00	216 - Facilities
203122	4/3/2023	PBK Architects, Inc.	Additional scope for fire alarm upgrades on Starr King New Construction project 147-9512-P1	$ 165,000.00	$ 26,400.00	$ 2,102.50	$ 193,502.50	216 - Facilities
208886	4/10/2023	JK Architecture Engineering	Additional work for shade structure fire sprinkler system for Encina MOD (CTE) project 202-9495-P2	$ 47,030.00	$ 137,335.00	$ 15,200.00	$ 199,565.00	216 - Facilities
206993	4/10/2023	Aecom Technical Services, Inc.	Additional scope for nesting bird survey for K. Johnson New Construction project 055-9512-P1	$ 168,650.00	$ 38,474.00	$ 7,040.00	$ 214,164.00	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 22, 2023 - April 11, 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	4/10/2023	TBD	Sole Source Board approved	L&H Airco	District wide DM (HVAC controls) Phase 2 project 392-9390-P1	$ 2,733,700.00	216 - Facilities

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/28/2023	TBD	N/A	Nielsen Inspection Service Inc.	Inspector scope of work for Coleman (CMP Charter) MOD project 106-9495-P1	$ 266,000.00	216 - Facilities
26	3/29/2023	TBD	N/A	Nielsen Inspection Service Inc.	Inspector scope of work for Mariemont MOD project 130-9495-P1	$ 296,000.00	216 - Facilities
24	4/3/2023	TBD	Piggyback	Campbell Keller	Full furniture replacement for Del Campo project 207-9306-N1	$ 2,720,919.14	216 - Facilities
26	4/3/2023	TBD	CMAS	Weatherproofing Technologies, Inc	Roofing material under a CMAS contract for Del Campo Roofing (DM) project 207-9605-P1	$ 781,974.72	216 - Facilities
26	4/3/2023	TBD	CMAS	Weatherproofing Technologies, Inc	Roofing material under a CMAS contract for Encina Roofing (DM) project 202-9605-P1	$ 474,049.82	216 - Facilities
24	4/10/2023	TBD	Piggyback	Campbell Keller	Full furniture replacement for Mariposa project 131-9306-J1	$ 796,612.24	216 - Facilities
24	4/10/2023	TBD	Piggyback	Campbell Keller	Full furniture replacement for Legette MOD project 127-9495-P1	$ 1,003,080.63	216 - Facilities

New Addendum to Master Agreements

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3
MEETING DATE: 04/25/2023

APPROVED:
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Easements/Leases		
Notices of Completion	✔	1
Quarterly Investment Report		
Warrants & Payroll	✔	2
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
The KYA Service, LLC	PO#205967 Provide all labor, materials, equipment, tools, transportation and incidentals for full site flooring replacement at Howe Avenue Elementary School, 2404 Howe Avenue, Sacramento CA 95825, located in the San Juan Unified School District. Vendor: The KYA Services, LLC	3/10/2023	3/14/2023

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**March 2023**
01	General Fund	$ 13,550,209.33
09	Charter Schools	25,551.91
10	Special Ed Pass-Thru	89,920.40
11	Adult Education	620,805.31
12	Child Development	73,111.75
13	Food Service/Cafeteria	1,355,920.90
14	Deferred Maintenance	68,767.71
21	Building Fund	8,069.79
22	Measure S Building Fund	868.75
23	Measure J Building Fund	26,853.84
24	Measure N Building Fund	252,331.34
25	Capital Facilities	3,204.51
26	Measure P Building Fund	9,217,998.07
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	3,521,657.53
95	Student Body	-
	TOTALS	**$ 28,815,271.14**

PAYROLL AND BENEFITS	
All Funds	**March 2023**
Certificated Payroll	$ 22,643,048.17
Classified Payroll	9,728,434.00
Benefits	15,711,264.15
TOTALS	**$ 48,082,746.32**

GRAND TOTAL $ 76,898,017.46

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 04/25/2023

SUBJECT: Surplus Property

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

DEPARTMENT: Business Support Services

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

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

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

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

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

PREPARED BY: Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Board of Education Agenda Item **Attachment A**

Surplus Property April 25th Meeting Date

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Casa Roble HS	Compact / HP		5 - Laptops and Monitors		eWaste
Churchill	Brother	HL-2270DW	Wireless Printer	121138	eWaste
Churchill	Aver	AverVision F50HD	Document Camera	20176185	eWaste
Churchill	Apple		Magic Keyboard with Numeric Keypad		eWaste
Mariemont / BSS	Kyocera /Copystar	CS-3500I	Copier	NHL2701858 / 20175435	eWaste
Mesa Verde	Toshiba	Sharp	TV	A408828429	eWaste
Mesa Verde	Toshiba	Sharp	TV	A408828498	eWaste
Mesa Verde	Toshiba	Sharp	TV	A408828464	eWaste
Mesa Verde	Toshiba	Sharp	TV	Bab805003301	eWaste
Mesa Verde	Toshiba	Sharp	TV	A408828489	eWaste
Mesa Verde	Toshiba	Sharp	TV	A408828479	eWaste
Mesa Verde	HP		laptop	20171866	eWaste
Mesa Verde	HP		Laptop	20172206	eWaste
Mesa Verde	HP		Printer	My5505POJJ	eWaste
Mission			2 - Printers		eWaste
Mission			2 - Computers with Keyboards		eWaste

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 04/25/2023

SUBJECT: Instructional Materials Adoptions

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 approve the Report IIs related to new instructional materials adoptions.

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):
A: 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)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023, 04/17/2023
Board of Education: 04/11/2023

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

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

Current Year Only ☐ On-going ☒

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

APPROVED BY: Amy Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools MB

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: G-7

MEETING DATE: 04/25/2023

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 approve the new proposed high school courses.

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 the California 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; Helping Oneself, Helping Others
- Math: College Algebra for the College Level Examination Program (CLEP)
- Adult Education: California Basic Educational Skills Test (CBEST) Preparation Course

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

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

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/27/2023, 04/17/2023
Board of Education: 04/11/2023

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

Current Year Only: ☐ On-going: ☐

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

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

APPROVED BY: Amy Slavensky Ph.D., Interim Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools MB

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: G-8

MEETING DATE: 04/25/2023

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 approve 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.

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/Harassments, 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, 04/17/2023
Board of Education: 04/11/2023

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
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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

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5111	Admission
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5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
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5125	Student Records
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5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
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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
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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
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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
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6143	Courses Of Study
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Code	Description
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6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
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6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159.4	Behavioral Interventions For Special Education Students
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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)~~

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 s~~S~~uperintendent 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,~~ W~~w~~ith the consent of the student, the superintendent or designee may exempt a~~the~~ 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.

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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: G-9

MEETING DATE: 04/25/2023

SUBJECT: School Board Election Order

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4077 certifying the election order for November 7, 2023, for electing one member to trustee area 7 of the governing board, limiting qualification statements to 200 words, requiring individual candidates to pre-pay all costs associated with providing the qualification statements, determining the winner(s) by lot in case of a tie vote and requesting the school board election be consolidated.

RATIONALE/BACKGROUND:
This is required pursuant to Education Code sections 5016, 5091, 5227, 5304 and 5322 and Elections Code sections 10403 and 13307(a). The Sacramento County Office of Education recommends that the resolution call for prepayment of candidates' statements, which would eliminate the need for our district to bill the candidates. According to the Voter Registration and Elections Office, the candidate statement payment is required at the Voter Registration and Elections office at the time the candidate files their nomination documents.

ATTACHMENT(S):
A: Resolution No. 4077

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

FINANCIAL DATA:
An estimated cost of $154,842 will be included in the 2023-2024 tentative budget.

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

:sc

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

RESOLUTION NO. 4077
SPECIFICATIONS OF THE ELECTION ORDER

BE IT RESOLVED that pursuant to Education Code sections 5016, 5091, 5227, 5304 and 5322 and Elections Code sections 10403 and 13307(a), the authority for the specifications of the election order, we hereby certify the following with respect to the governing board member special election in the San Juan Unified School District:

- Date of Election as determined by Elections Code section 1000: November 7, 2023
- Purpose of Election: To elect one member to trustee area 7 of the governing board of said school district for the remainder of the current term through November 2026.

BE IT FURTHER RESOLVED that on March 31, 2023, during a special meeting of the San Juan Unified School District Governing Board to discuss the vacancy of trustee area 7, and after considering all relevant circumstances, the San Juan Unified School District board decided to order an election to fill the vacancy in trustee area 7.

BE IT FURTHER RESOLVED that for said election, the candidate's statement of qualifications shall be limited to 200 words.

BE IT FURTHER RESOLVED that all candidates shall be responsible and provide for the pre-payment of the costs of preparing and distributing the candidates' statements or materials other than the sample ballot and the voter's pamphlet that the candidates wish sent to each voter.

BE IT FURTHER RESOLVED that if a tie vote makes it impossible to determine which of one or more candidates has been elected to the governing board, the Governing Board of the San Juan Unified School District shall determine the winner or winners by lot.

BE IT FURTHER RESOLVED that the Sacramento County Board of Supervisors consolidate the San Juan Unified school board election with the election to be held on November 7, 2023.

BE IT FURTHER RESOLVED that the San Juan Unified School District agrees to reimburse the Registrar of Voters for actual costs accrued for this special election, such costs to be calculated by a prorated method set forth in the county's current Election Cost Allocation Procedures on the basis of the amount of services provided to the San Juan Unified School District.

PASSED AND ADOPTED by the San Juan Unified School District Board of Education on April 25, 2023, by the following vote:

Ayes:
Noes:
Absent:
Abstention:

I hereby certify that the foregoing resolution was duly introduced, passed and adopted as stated.

Attest:

_____	_____
Melissa Bassanelli	Zima Creason
Secretary to the Board	President, Board of Education

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-10

MEETING DATE: 04/25/2023

SUBJECT: Facilities Lease Agreement Between San Juan Unified School District and UCP of Sacramento and Northern California

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the Facilities Lease Agreement between San Juan Unified School District and United Cerebral Palsy of Sacramento and Northern California (UCP).

RATIONALE/BACKGROUND:
The district and UCP are currently parties to a lease agreement dated July 1, 2014, and effective through July 1, 2023, at Orange Grove. UCP's program is expanding and now requires more space to run its program. The Facilities Lease Agreement for additional space at La Vista authorizes UCP's utilization of room number 1, 1a, 1b, 2, 3,4, and 5, as well as two restrooms.

ATTACHMENT(S):
A: Facilities Lease Agreement (UCP at La Vista)

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: Frank Camarda, Chief Operations Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

FACILITIES LEASE AGREEMENT
BETWEEN SAN JUAN UNIFIED SCHOOL DISTRICT AND
UNITED CEREBRAL PALSY OF SACRAMENTO AND NORTHERN CALIFORNIA

THIS LEASE AGREEMENT (hereinafter referred to as "Lease") is made on this 1st day of, May 2023 (the "Effective Date") by and between San Juan Unified School District, a California public school district, (hereinafter referred to as "Landlord"), and United Cerebral Palsy of Sacramento and Northern California (UCP) (hereinafter referred to as "Tenant"). Each Tenant and Landlord may be referred to as a "Party," or collectively as "Parties," in this Lease.

RECITALS

WHEREAS, Landlord owns that real property located at 4501 Bannister Road, Fair Oaks, California 95628 (hereinafter "Property"). The Property includes those portions of the Property that are the subject of this lease, as more specifically identified in Exhibit "A," as well as the remainder of the Property, containing the balance of the leasable units which are not a part of this Lease.

WHEREAS, Tenant and Landlord are currently parties to a Lease Agreement dated July 1, 2014 and effective through July 1, 2023, where Tenant leases a portion of the Landlord's property located at 4640 Orange Grove, Sacramento, California, 95841 ("Orange Grove Site");

WHEREAS, Tenant's program is expanding and therefore requires additional space to run its program;

WHERAS, it is in the interest of both Parties to lease a portion of the property to the Tenant; a portion of the Property as more specifically identified in Exhibit "A," attached hereto and incorporated by this reference herein (hereinafter "Premises").

WHEREAS, Tenant intends to use the Premises for continuing its purpose of providing adult development day programs and resources ("Program") to its members, attendees, and/or students ("Program Attendees").

WHEREAS, Landlord desires to lease the Premises to the Tenant upon the terms and conditions set forth herein.

WHEREAS, Landlord and Tenant agree that this Lease is in the best interest of the parties and for the mutual benefit of each party.

NOW THEREFORE, for good and valuable consideration, the adequacy and receipt of which is acknowledged, Landlord and Tenant agree as follows:

1. DESCRIPTION. Landlord does hereby lease to the Tenant the Premises, including the structures and improvements located thereon and the contiguous grounds shown as the leased Premises in Exhibit "A" attached hereto.

2. TERM; OPTION TO EXTEND/RENEW. The term of this Lease shall be for thirteen (13) months. The commencement date shall be May 1, 2023 ("Commencement Date"), and, unless sooner terminated under any provision hereof, this Lease shall end on June 30, 2024. The Parties shall have the option to extend the initial term of this Lease for an additional one (1) year on the same terms and conditions set forth herein. The Parties shall also have the option to renew this Lease for an additional term of one (1) year commencing at the expiration of the initial term of this Lease. The Parties will provide notice to tenant of its intent to exercise its option to extend or option to renew, at least thirty (30) days prior to the expiration of the initial term.

3. RENT. For the initial term, Tenant shall pay to Landlord $1 Dollar and 25 cents per square foot, equating to $6,941.25 per month ("Rent"). Tenant shall pay promptly to Landlord the Rent on the first day of each month in advance during the term of the Lease, without deduction, setoff, prior notice, or demand.

A. The Rent will be readjusted annually for each succeeding year beyond the initial year as follows. On the date that is one (1) year after the Commencement Date, and on that date in each subsequent year through the full term of this Lease, including any extension or renewal period, the base monthly rent shall increase pursuant to the increase in the Consumer Price Index (all items - for the United States which is published in the month nearest the date of the rent increases, "CPI"). However, notwithstanding the above, the increase in the base monthly rent shall not be less than 3% nor more than 4%. Landlord agrees to send Tenant a written Notice of Increase at least ten (10) days prior to the increased rent going into effect. Notwithstanding, any failure by Landlord to send Tenant a Notice of Increase, does not prevent the Landlord from adjusting the annual rent in accordance with this provision of the Lease.

B. Tenant acknowledges that late payment by Tenant to Landlord of the monthly rent and other sums due hereunder will cause Landlord to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if any installment of rent or any other sum due from Tenant shall not be received by Landlord by 4:00 p.m. within ten (10) days after such amount shall be due, Tenant shall pay to Landlord, as additional rent, a late charge equal to three percent (3%) of such overdue amount. The parties hereby agree that such late charges represent a fair and reasonable estimate of the costs Landlord will incur by reason of late payment by Tenant. Acceptance of such late charge by Landlord shall in no event constitute a waiver of Tenant's default with respect to such overdue amount, nor prevent Landlord from exercising any of its other rights and remedies granted hereunder.

C. Taxes or any possessory interest taxes, late charges, costs and expenses which Tenant is required to pay hereunder, together with all interest and penalties that may accrue thereon in the event of Tenant's failure to pay such amounts, and all reasonable damages, costs, and attorneys' fees and expenses which Landlord may incur by reason of any default of Tenant or failure on Tenant's part to comply with the terms of this Lease, shall be deemed to be additional rent ("Additional Rent") and, in the event of nonpayment by Tenant, Landlord shall have all of the rights and remedies with respect thereto as Landlord has for the nonpayment of the monthly rent.

4. SITE CLEANING FEE. Upon execution of this Lease, Tenant agrees to pay Landlord a one-time, non-refundable fee, to prepare the site prior to Lessee taking possession of the Premise. The fee shall be $1,000 Dollars and Zero Cents, hereafter referred to as "Site Cleaning Fee". Tenant shall not be permitted to take possession of the Premise until the Site Cleaning Fee is paid.

5. DELIVERY. Landlord shall deliver possession of the Premises by the date set forth in the Lease, after mutual execution of the Lease and approval by Landlord's governing board. The Premises shall be leased to Tenant on an "AS IS" basis. Landlord shall not be required to make or construct any alterations including structural changes, additions or improvements to the Premises. By entry and taking possession of the Premises pursuant to this Lease, Tenant accepts the Premises as being in good and sanitary order, condition and repair, and accepts the Premises in the condition existing as of the date of Tenant's possession. Tenant acknowledges that neither the Landlord nor Landlord's agents have made any representation or warranty as to the suitability of the Premises to the conduct of Tenant's business.

6. USE OF PREMISES.

A. Landlord leases to Tenant the Premises for use consistent with the purpose described in Recital 5 of this Lease. Tenant shall not use the Premises for any use other than that specified in this section without the prior written consent of the Landlord. Tenant shall require all subtenants, licensees, and invitees to use the Premises only in conformance with this use, and also in conformance with applicable governmental laws, regulations, rules and ordinances. Tenant shall indemnify, defend, and hold Landlord harmless against any loss, expense, damage, attorneys' fees or liability arising out of failure of Tenant to comply with any applicable law, regulation, rule or ordinance. Tenant acknowledges the Premises are not separate and secure from the remaining portion of the Property. Tenant will not permit its Program Members, students, employees, agents, contractors, representatives, volunteers, or visitors go beyond the Premise and/or commingle with students or other persons on the Property. Tenant agrees to immediately respond to concerns expressed by neighbors or District relating to use of the Premises and/or operation of the Program. Tenant shall not permit anything to be done in or about the Property that will obstruct or interfere with the other permitted users of the Property, if any, or injure or annoy them. In the event Tenant desires to use any of the shared space [*if* any] and including those common areas of the Property with respect to which Tenant is granted non-exclusive use, Tenant shall work with site administrator to make such arrangements. Common areas are all areas identified on Exhibit A or areas not expressly described in Exhibit A. Tenant shall not commit or suffer to be committed, any waste upon the Premises, or allow any sale by auction upon the Premises, or allow the Premises to be used for any unlawful purpose, or place any loads upon the floor, walls or ceiling which endanger the structure, or place any harmful liquids in the drainage system of the building. No waste materials or refuse shall be dumped upon or permitted to remain upon any part of the Premises except in trash containers designated for that purpose. Any use which involves the serving and/or sale of alcoholic beverages and the conducting of games of chance are prohibited on the Premises. Tenant shall comply with Landlord's district wide policy prohibiting the use of tobacco products on the Premises at all times. Tenant shall not use or permit the use of the Premises or any part thereof for any purposes which are inimical to public morals and welfare or morally objectionable as unsuitable for a

public educational facility. Tenant agrees to immediately respond to concerns expressed by neighbors or Landlord relating to the operation of the Premises.

B. It is understood and recognized by Tenant that the Property may be used by other parties, including Landlord, and Tenant shall cooperate with the other parties in reaching amicable arrangements concerning such matters as construction and development on the Property, use of the parking areas, playgrounds, policing of common areas, custodial services, and security matter.

7. TAXES AND ASSESSMENTS. Tenant shall pay before delinquency its prorate share of any and all taxes, assessments, levies, possessory interest taxes, and other charges and governmental fees, general and special, ordinary and extraordinary, unforeseen, as well as foreseen, of any kind or nature whatsoever, including, but not limited to assessments for public improvements or benefits, which prior to or during the Term of this Lease are laid, assessed, levied, or imposed upon or become due and payable and a lien upon or represent an escape assessment from (i) the Premises and/or any improvements situated thereon or any part thereof or any personal property, equipment or other facility used in the operation thereof; or (ii) the rent or income received from Subtenants or licensees; or (iii) any use or occupancy of the Premises and of any rights, obligations, easements and franchises as may now or hereafter be appurtenant, or appertain to the use thereof. Notwithstanding the foregoing, in the case of any special assessment levied upon the Premises or any part thereof during the Term of this Lease, with the exception of that balance or remainder portion of the Property that is not leased to Tenant hereunder, Tenant shall be obligated to pay in full at the inception (or provide Landlord sufficient funds which, together with the accrual of investment yield thereon, shall be sufficient to pay to maturity all installments under) the amount of any such special assessment. Nothing in this section shall limit Landlord's right to recover, as Additional Rent, Taxes and Assessments payable after termination of this Lease pursuant to section 25 of this Lease.

8. INDEMNIFICATION AND INSURANCE.

A. Tenant Indemnification. Tenant agrees to indemnify, reimburse, hold harmless, and defend Landlord, its officers, employees and agents against any and all claims, causes of action, judgments, obligations or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), in connection with, arising out of, or related to the operation, condition, use or occupancy of the Premises and all areas appurtenant thereto. This Lease is made on the express condition and covenant by Tenant that Landlord shall not be liable for, or suffer loss by reason of, injury or death of any person or any damage or destruction of property, from whatever cause in any way connected with the condition, Tenant's operation, use or occupancy of the Premises specifically including, without limitation, any liability for injury, death or damage, to the person or property of the Tenant, its agents, officers, employees, licensees and invitees, as well as any liability for injury, death or damage to the person or property of the District, its agents, officers, employees, students, licensees and invitees. Tenant agrees that at all times it will have sufficient staff on Premise to adequately monitor its Program Members, and that Landlord or its officers, employees, and agents are in no way responsible for supervising, monitoring, or disciplining any Program Members on or off the Property.

B. Landlord Indemnification. Landlord shall hold harmless and defend and indemnify Tenant from any claims, damages or expenses, including attorneys' fees, arising out of or relating to or in any way connected to Landlord's gross negligence or willful misconduct on the Premises.

C. Commercial General Liability Insurance and Auto Insurance. Tenant shall, at Tenant's expense, obtain and keep in force during the term of this Lease a policy of commercial general liability insurance and a comprehensive auto liability policy insuring Landlord and Tenant against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including playgrounds, playfields, asphalt surfaces and parking areas. Tenant's comprehensive auto liability policy shall insure all hired and non-owned vehicle(s) and, in the event Tenant purchases vehicle(s), Tenant will provide owned auto insurance at the time of purchasing the vehicles. Tenant's commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00-01 form and in an amount of not less than Two Million Dollars ($2,000,000) for bodily injury or death and property damage as a result of any one occurrence and a Four Million Dollar ($4,000,000) general aggregate policy limit. The insurance carrier, deductibles and/or self-insured retentions shall be approved by Landlord, which approval shall not be unreasonably withheld. Prior to the Commencement Date, Tenant shall deliver to Landlord a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

i) not be canceled or altered without thirty (30) days prior written notice to Landlord;
ii) insure performance of the indemnity set forth in section 8.A above;
iii) state the coverage is primary and any coverage by Landlord is in excess thereto;
iv) contain a cross liability endorsement; and,
v) include a separate endorsement naming Landlord as an additional insured.

At least thirty (30) days prior to the expiration of such certificate, and every such subsequent certificate, Tenant shall deliver to Landlord a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described in this section 8.C.

D. Fire Insurance. Landlord represents and warrants that it maintains in force insurance covering the Premises and improvements, insuring against loss or damage by fire and such other risks as are now or hereafter included in any extended coverage enforcement in common use for commercial structures including vandalism and malicious mischief. The amount of insurance shall be the full replacement cost (including inflation guard provision) excluding costs of replacing excavations and foundations but including loss of income insurance.

E. Workers' Compensation Insurance. During the term of this Lease, Tenant shall comply with all provisions of law applicable to Tenant with respect to obtaining and maintaining workers' compensation insurance.

F. Tenant's Property Insurance. Tenant acknowledges that the insurance to be maintained by Landlord on the Premises pursuant to Subsection D above will not insure any of

Tenant's property. Accordingly, Tenant shall at its own expense, maintain in full force and effect an insurance policy on all of its fixtures, equipment, Improvements and personal property in, about, or on the Premises.

G. Mutual Release. Each Party hereby releases the other Party, and its partners, officers, agents and employees from any and all claims, demands, loss, expense or injury to the Premises or to the furnishings, fixtures, equipment, inventory or other personal property of Tenant in, about, or upon the Premises, which is caused by perils, events or happenings which are covered by the insurance required by this Lease or which are the subject of insurance carried by Tenant and in force at the time of such loss. Each Party shall procure an appropriate clause in, or an endorsement to, all policies required by this Lease or any other insurance policy maintained by Tenant or Landlord, pursuant to which the insurance company or companies waive subrogation or consent to a waiver of a right of recovery against the other Party.

9. UTILITIES. Tennant shall pay its prorated share of utilities for natural gas and electricity. The pro-rated share is determined by the square footage occupied by the tenant as compared to the total square footage of the site. All remaining utilities are included in the lease cost per square foot calculation.

10. MAINTENANCE AND REPAIRS. During the life of this Lease, Tenant will keep the Premises in clean and sanitary condition; dispose of all rubbish, garbage and waste promptly and in a clean and sanitary manner; properly use and operate all electrical, gas and plumbing fixtures and keep the same in clean condition; not permit any person in or about the Premises with Tenant's permission to deface, damage or remove any part of the structure of the Premises or the facilities, equipment or appurtenances thereto; and will occupy and use the Premises in accord with the purpose for which the Premises was rented to Tenant. Tenant will be responsible for all expenses in connection with any repairs caused by Tenant's failure to comply with the foregoing conditions. Notwithstanding the foregoing, it is Landlord's obligation to maintain the Premises and the Property in a habitable condition. Landlord shall be responsible for any major repairs, including such things as HVAC units, plumbing, electrical and structural items.

Landlord shall have no maintenance or repair obligations with respect to the Premises except as expressly provided in this section. Tenant hereby expressly waives the provisions of Subsection 1 of section 1932 and sections 1941 and 1942 of the Civil Code of California and all rights to make repairs at the expense of Landlord as provided in section 1942 of said Civil Code.

11. ALTERATIONS AND IMPROVEMENTS. Tenant shall not make any alterations or improvements to the Premises without prior written approval from Landlord, which approval may be withheld in Landlord's sole discretion.

12. CASUALTY DAMAGE

A. In the event that any portion of the Premises are destroyed or damaged by an uninsured peril, Landlord or Tenant may, upon written notice to the other, given within thirty (30) days after the occurrence of such damage or destruction, elect to terminate this Lease; provided, however, that either party may, within thirty (30) days after receipt of such notice,

elect to make the required repairs and/or restoration at such party's sole cost and expense, in which event this Lease shall remain in full force and effect, and the party having made such election to restore or repair shall thereafter diligently proceed with such repairs and/or restoration.

B. In the event the Premises are damaged or destroyed from any insured peril to the extent of seventy percent (70%) or more of the then replacement cost of the Premises, Landlord or Tenant may, upon written notice, given to the other within thirty (30) days after the occurrence of such damage or destruction, elect to terminate this Lease. If neither party gives such notice in writing within such period, Landlord shall be deemed to have elected to rebuild or restore the Premises, in which event Landlord shall, at its expense, promptly rebuild or restore the Premises to their condition prior to the damage or destruction. In the event the Premises are damaged or destroyed from any insured peril to the extent of less than seventy percent (70%) of the then replacement cost of the Premises, Landlord shall at Landlord's expense, promptly rebuild or restore the Premises to their condition prior to the damage or destruction. Notwithstanding the foregoing, Tenant may terminate this Lease if the Premises are damaged or destroyed to the extent of fifty percent (50%) or more of the then replacement cost of the Premises**.**

C. In the event that, pursuant to the foregoing provisions, Landlord is to rebuild or restore the Premises, Landlord shall, within thirty (30) days after the occurrence of such damage or destruction, provide Tenant with written notice of the time required for such repair or restoration. If such period is longer than one hundred twenty (120) days from the issuance of a building permit, Tenant may, within thirty (30) days of receipt of Landlord's notice, elect to terminate the Lease by giving written notice to Landlord of such election, whereupon the Lease shall immediately terminate. The period of time for Landlord to complete the repair or restoration shall be extended for delays caused by the fault or neglect of Tenant or because of acts of God, labor disputes, strikes, fires, freight embargoes, rainy or stormy weather, inability to obtain materials, suppliers or fuels, acts of contractors or subcontractors, or delays of contractors or subcontractors due to such causes or other contingencies beyond the control of Landlord. Landlord's obligation to repair or restore the Premises shall not include restoration of Tenant's trade fixtures, equipment, merchandise, or any improvements, alterations, or additions made by Tenant to the Premises.

D. Unless this Lease is terminated pursuant to the foregoing provisions, this Lease shall remain in full force and effect; provided, however, that during any period of repairs or restoration, rent and all other amounts to be paid by Tenant shall be abated in proportion to the area of the Premises rendered not reasonably suitable for the conduct of Tenant's business thereon.

13. DEFAULT.

A. Events of Default. A breach of this Lease shall exist if any of the following events (hereinafter referred to as "Event of Default") shall occur:

1. Default in the payment when due of any installment of rent or other payment required to be made by Tenant hereunder, and such default shall not have been cured within ten (10) days after written notice from Landlord;

2. Tenant's failure to perform any other term, covenant or condition contained in this Lease and such failure shall have continued for thirty (30) days after written notice of such failure is given to Tenant;

3. The sequestration of, attachment of, or execution on, any substantial part of the property of Tenant or on any property essential to the conduct of Tenant's business, shall have occurred and Tenant shall have failed to obtain a return or release of such property within thirty (30) days thereafter, or prior to sale pursuant to such sequestration, attachment or levy, whichever is earlier;

4. The Tenant or any guarantor of Tenant's obligations hereunder shall generally not pay its debts as they become due or shall admit in writing its inability to pay its debts;

5. Any case, proceeding or other action against the Tenant or any guarantor of the Tenant's obligations hereunder shall be commenced seeking to have an order for relief entered against it as debtor, or seeking reorganization, arrangement, adjustment, liquidation, dissolution or composition of it or its debts under any law relating to bankruptcy, insolvency, reorganization or relief of debtors, or seeking appointment of a receiver, trustee, custodian or other similar official for it or for all or any substantial part of its property, and such case, proceeding or other action (i) results in the entry of an order for relief against it which is not fully stayed within seven (7) business days after the entry thereof or (ii) remains undismissed for a period of forty-five calendar (45) days.

B. Remedies. Upon any Event of Default, Landlord shall have the following remedies, in addition to all other rights and remedies provided by law, to which Landlord may resort cumulatively, or in the alternative:

1. Recovery of Rent. Landlord shall be entitled to keep this Lease in full force and effect (whether or not Tenant shall have abandoned the Premises) and to enforce all of its rights and remedies under this Lease, including the right to recover rent and other sums as they become due, plus interest at the rate of Bank of America's or its successor's reference rate plus three percent (3%) per annum from the due date of each installment of rent or other sum until paid.

2. Termination. The Lease may be terminated by the Parties for convenience, upon thirty (30) days written notice to the individual identified in section 16, "Notices." This Lease may also be terminated for cause. A Party has "cause" to terminate if an Event of Default occurs, and the defaulting party fails to diligently cure the default within ten (10) days of being notified in writing of the default, or to take diligent steps to cure the default if it cannot be cured within ten (10) days.

14. INSPECTION OF PREMISES. Landlord shall keep a set of keys for emergency repairs. Barring an emergency, and upon reasonable advance notice with Tenant's consent, which shall

not be unreasonably withheld, Tenant shall permit Landlord and its agents to enter the Premises during reasonable times for the purpose of inspecting the same, performing Landlord's maintenance and repair responsibilities, or posting a notice of non-responsibility for alterations, additions, or repairs. Landlord and its authorized agents and representatives shall have the right throughout the Term of this Lease to enter the Premises at all reasonable times during usual business hours and upon reasonable notice for the purpose of inspecting the same or of exhibiting the same to prospective purchasers or mortgagees, and at any time within one year prior to the expiration of this Lease, for the purpose of showing the same to prospective Tenants / bidders or to place upon the Premises, ordinary "For Lease" signs, provided said signs shall not suggest the Tenant's business is for sale.

15. HOLDING OVER. Should Tenant hold over in possession after the expiration of the original term or any extended term of this Lease, such holding over shall not be deemed to extend the term or renew the Lease, but the tenancy thereafter shall continue upon the covenants and conditions herein set forth at 150% (one hundred fifty percent) of the monthly rental (Holding Over Rent) of the last expiring term unless a different rental amount is mutually agreed to by the Tenant and Landlord.

16. NOTICES. Any notices which either of the parties hereto is required or may desire to send or deliver to give to the other party, shall be sufficiently given if (a) personally delivered, (b) delivered by United States mail, certified, return receipt requested, postage prepaid, or (c) by email, provided that such email shall be followed within one (1) business day by delivery of such notice pursuant to clause (a) or (b) above, to the other party at the address listed below, or to such address as either party may designate to the other from time to time in writing.

Landlord: San Juan Unified District
6135 Sutter Avenue
Carmichael, CA 95608
Attn: Chief Operations Officer

Tenant: _____
_____
_____
Attn: _____

The date of service of any such notice mailed as aforesaid shall be deemed to be five (5) days after the date of such mailing, and the date of service of any such notice hand delivered, as aforesaid, shall be deemed to be one (1) day after delivery thereof to the delivery service office.

17. ATTORNEYS' FEES. In the event either party shall bring any action or legal proceeding for damages for any alleged breach of any provision of this Lease, to recover rent or possession of the Premises, to terminate this Lease, or to enforce, protect or establish any term or covenant of this Lease or right or remedy of either party, the prevailing party shall be entitled to recover as a part of such action or proceeding, reasonable attorneys' fees and court costs, including attorneys' fees and costs for appeal, as may be fixed by the court or jury. The term

"prevailing party" shall mean the party who received substantially the relief requested, whether by settlement, dismissal, summary judgment, judgment, or otherwise.

18. ASSIGNMENTS AND SUBLETTING. Tenant may not assign or sublet the whole or any part of the Premises rented to Tenant by this Lease without the prior written consent of Landlord, which may be withheld in Landlord's sole discretion.

19. PARKING AND SIGNAGE. Tenant may use the parking lot surrounding the Premises and may attach signage on the exterior of the Premises with Landlord's written consent, which shall not be unreasonably withheld

20. SUCCESSORS. This Lease contains all of the covenants, agreements, representations and provisions thereof and shall inure to the benefit of and be binding upon the respective heirs, legal representatives, executors, administrators, successors and assigns of the parties hereto.

21. WAIVER. The waiver of Landlord or Tenant of any breach of any term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained shall not be deemed to be a waiver of any subsequent breach of the same or any other term, covenant or condition herein contained.

22. TIME OF THE ESSENCE. Time is of the essence for the performance of each term, covenant and condition of this Lease.

23. SEVERABILITY. In case any one or more of the provisions contained herein, except for the payment of rent, shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Lease, but this Lease shall be construed as if such invalid, illegal or unenforceable provision had not been contained herein.

24. GOVERNING LAW. This Lease shall be construed and enforced in accordance with the laws of the State of California. In the event of litigation, venue shall lie in a court of competent jurisdiction located in Sacramento County.

25. INTEREST ON PAST DUE OBLIGATIONS. Any amount due to Landlord not paid when due shall bear interest at the rate of Bank of America's or its successor's reference rate plus three percent (3%) per annum commencing thirty (30) days after the due date, but not to exceed the maximum rate permitted by law. Payment of such interest shall be in addition to any late charges owing pursuant to Subsection 3C and shall not excuse or cure any default by Tenant under this Lease.

26. SURRENDER OF THE PREMISES. On the last day of the term hereof, or on sooner termination of this Lease, Tenant shall surrender to Landlord the Premises and any then existing Improvements in good order, condition and repair, reasonable wear and tear excepted, free and clear of all liens, claims and encumbrances. Tenant shall remove from the Premises all of Tenant's personal property, trade fixtures, and any improvements made by Tenant which Tenant and Landlord agreed would be removed by Tenant. All property not so removed shall be

deemed abandoned by Tenant. If the Premises are not so surrendered at the termination of this Lease, Tenant shall indemnify Landlord against loss or liability resulting from delay by Tenant in so surrendering the Premises including without limitation, any claims made by any succeeding Tenant or losses to Landlord due to lost opportunities to Lease to succeeding Tenants.

27. BROKERAGE. Landlord and Tenant agree that no broker was involved neither in any of the negotiations which preceded this Lease Agreement nor in the procuring of same. Landlord and Tenant agree that if any claim be made for brokerage fees by, through or on account of any acts of Landlord or Tenant or their respective representatives, the party upon whose acts such claim is made will hold the other harmless from any and all liabilities and expenses in connection therewith.

28. HAZARDOUS SUBSTANCES. Landlord and Tenant agree as follows with respect to the existence or use of Hazardous Materials on the Premises including any Improvements made by Tenant.

A. Definition. As used herein, the term “Hazardous Materials” means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California or the United States Government. The term "Hazardous Materials" includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) listed under section 9 or defined as hazardous or extremely hazardous pursuant to Article 1 of Title 22 of the California Administrative Code, Division 4, Chapter 20, (ii) defined as a "hazardous waste" pursuant to section (14) of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 et. seq. (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to section 10 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. 9601 et. seq. (42 U.S.C. 9601). As used herein, the term "Hazardous Materials Law" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the California Regional Water Quality Control Board, and the California Department of Health Services) which regulates the use, storage, release or disposal of any Hazardous Material.

B. Hazardous Materials. Tenant shall not cause or permit any Hazardous Material to be generated, brought onto, used, stored, or disposed of in or about the Premises and any Improvements by Tenant or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). Tenant shall comply with all Environmental Laws. Tenant shall be solely responsible for all environmental matters affecting the Premises and any improvements that result from or arise out of Tenant’s use, storage, treatment, transportation, release or disposal of Hazardous Materials on, under, about or in the vicinity of the Premises from and after the date of Tenant’s initial possession, use, or occupancy of the Premises, whichever came first (the “Date of Tenant Possession”).

C. Responsibility of Tenant. From and after the Commencement Date, Tenant shall be solely responsible for all environmental matters affecting the Premises and any Improvements that result from or arise out of the use, storage, treatment, transportation, release or disposal of Hazardous Materials on, under, about or in the Premises by Tenant, its officers, subtenants,

contractors, subcontractors, agents, Invitees, employees, or any other person or entity that Tenant causes or permits to enter the Premises from and after the Commencement Date. Tenant shall not be responsible for any Hazardous Materials on, under, about or in the Premises that were present prior to the Commencement Date, unless they were released by Tenant. In the event that Tenant causes any Hazardous Materials to be released, spilled or otherwise exposed through its use and occupancy of the Premises, Tenant shall be solely responsible for all costs associated with the proper handling, mitigation, remediation, and disposal of such Hazardous Materials and all related cleanup.

29. ENTIRE AGREEMENT. This Lease constitutes the entire understanding between the parties hereto and no addition to, or modification of, any term or provision of this Lease shall be effective until set forth in writing signed by both Landlord and Tenant.

30. EXECUTION IN COUNTERPART. This Lease may be executed in counterparts, which, when taken together, shall constitute one original version of the Lease. Photocopies of this Lease or of execution signatures on this Lease, or copies made by comparable means (including copies made by facsimile), shall be equivalent to originals.

31. WARRANTY OF AUTHORITY. Each of the persons signing this Lease represents and warrants that such person has been duly authorized to sign this Lease on behalf of the party indicated, and each of the parties by signing this Lease warrants and represents that such party is legally authorized and entitled to enter into this Lease.

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

Landlord:	**Tenant**:
San Juan Unified School District, a California public school district.	
By: _____	By:_____
Name: _____	Name:_____
Title: _____	Title:_____
Date: _____	Date:_____

EXHIBIT A

Premises

La Vista at John Holst
4501 Bannister Road, Fair Oaks, CA 95628

Utilization	**Square Feet**
Room 1	950
Room 1a	203
Room 1b	268
Room 2	938
Room 3	942
Room 4	938
Room 5	950
Boys RR	204
Girls RR	160
Total	5,553

5,553 x $1.25 = $6,941.25 per month

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-11

MEETING DATE: 04/25/2023

SUBJECT: CEQA Notice of Exemption for Casa Roble Fundamental High School Locker Room Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Casa Roble Fundamental High School Locker Room Modernization Project.

RATIONALE/BACKGROUND:
The project consists of modernizing and upgrading the existing approximately 12,700-square-foot girls and boys locker room building. The project would include new flooring in portions of the building, as well as new interior and exterior finishes. A portion of the girls locker room area would be upgraded to provide a more modern girls sports teams meeting room and shower facilities. The girls shower facilities would be reconfigured and upgraded, and the building roof would be replaced, along with a new HVAC system. New lockers and bench seating would be installed for both boys and girls throughout the building interior. The building's interior lighting system would be improved and upgraded. The building's plumbing and electrical systems would be upgraded. The existing exterior screen walls at the locker room building entryways would be replaced, along with minor grading associated with exterior locker room building sidewalk and entry improvements to meet ADA accessibility requirements.

ATTACHMENT(S):
A: CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

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

Strategic Plan: N/A

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

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

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan Unified School District
5320 Hemlock Street
Sacramento, CA 95841
(Address)

Project Title: Casa Roble High School Locker Rooms Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:
9151 Oak Avenue. Orangevale, CA

Project Location - City: Orangevale Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:
The project consists of modernizing and upgrading the existing approximately 12,700-square-foot girls and boys locker room building

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

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

Exempt Status: **(check one):**

- ☐ Ministerial (Sec. 21080(b)(1); 15268);
- ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
- ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- ☒ Categorical Exemption. State type and section number: Section 15301 and Section 15302
- ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:
See Attached Narrative:
Section 15301 and Section 15302

Lead Agency
Contact Person: Nicholas Arps Area Code/Telephone/Extension: 916.971.5780

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: Director of Facilities, Construction

▪ Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

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

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

Sacramento County Clerk/Recorder
600 8th Street
Sacramento, CA 95814

Project Title: Casa Roble High School Locker Rooms Modernization Project

Project Address: 9151 Oak Avenue

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

Project Description: The project consists of modernizing and upgrading the existing approximately 12,700-square-foot girls and boys locker room building. The project would include new flooring in portions of the building, as well as new interior and exterior finishes. A portion of the girls locker room area would be upgraded to provide a more modern girls sports teams meeting room and shower facilities. The girls shower facilities would be reconfigured and upgraded, and the building roof would be replaced, along with a new HVAC system. New lockers and bench seating would be installed for both boys and girls throughout the building interior. The building's interior lighting system would be improved and upgraded. The building's plumbing and electrical systems would be upgraded. The existing exterior screen walls at the locker room building entryways would be replaced, along with minor grading associated with exterior locker room building sidewalk and entry improvements to meet ADA accessibility requirements.

All construction staging would occur at the existing Casa Roble High School campus, within a portion of the paved parking area at the front of the school on the north side of Oak Avenue. Contractor access to the site would occur from Oak Avenue using the existing paved entries and drive isles. All work would be performed during the summer months when school classes are not in session.

The new facilities would be designed to meet all requirements of the Division of the State Architect (DSA).

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

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

Exempt Status: (check one)

_____	Ministerial Project (Section 21080[b][1]; 15268)
__X__	Categorically Exempt (Section 15301)
_____	Declared Emergency (Section 21080[b][3]; 15269[a])
_____	Emergency Project (Section 21080[b][4]; 15269[b][c])
_____	Statutory Exemption (Public Resources Code Section 21080.35)

_____ The project clearly will not have a significant effect on the environment (15061[b][3])

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

The project is exempt under the following sections of the CEQA Guidelines: 15301 (Class 1– Existing Facilities). The project meets the conditions for a categorical exemption described in these sections of the CEQA Guidelines, as explained below.

(1) Class 1 consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing or former use.

The project is intended to perform necessary upgrades and modernization of the existing Casa Roble High School girls and boys locker room building consistent with the District's School Facilities Master Plan. The existing building size would remain the same. The interior and exterior alterations would not involve an expansion of the existing use.

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

The Casa Roble High School campus is zoned as Agricultural-Residential – 2 acres (AR-2). Pubic, K–12 schools are a permitted primary use on parcels zoned AR-2 under the Sacramento County Zoning Code. The project is consistent with Sacramento County General Plan policies. The project is intended to modernize and upgrade the existing school locker room facilities to improve the school's sports programs. The improvements associated with the proposed Locker Rooms Modernization Project would be consistent with the existing school use, and would be consistent with the existing zoning and land use designations.

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

The project site is fully developed as a school campus. Project-related work would be confined to the existing Casa Roble High School locker room building, and the construction staging area (i.e., a portion of the paved parking lot north of Oak Avenue). The high school campus is surrounded by existing developed urban uses consisting of large-lot residential, and the Orangevale Community Park to the southwest. Linda Creek is approximately 200 feet west and northwest of the Casa Roble High School campus property, and is bordered by large trees. The locker room building and construction staging area are approximately 900 feet east of Linda Creek, and are separated from the creek by the existing school buildings and paved drive isles. The Casa Roble High School campus consists of school buildings, pavement, turf grass sports fields, urban landscaping, and an outdoor sports track/football field, swimming pools, and tennis courts. The high school campus does not contain any sensitive habitat or habitat for special-status species. Thus, the project site has no value for endangered, rare, or threatened species.

Exceptions to the Exemptions

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

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

This exception only applies to Classes 3, 4, 5, 6, and 11. These classifications do not apply to this project; therefore, this exception is not discussed further.

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

The proposed improvements to the existing girls and boys locker room building are focused on improvements, repairs, upgrades, and modernization of the existing condition of the facilities. The project would not contribute to any cumulative environmental impacts due to the small size of the project and the lack of significant environmental impacts.

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

There are no unusual circumstances at the project site or part of project operations that would result in significant effects on the environment. The project would be constructed within the existing school campus. The portion of the high school campus where project-related work would occur is currently developed with an existing girls and boys locker room building that supports the high school's sports programs, and would continue to be used as the girls and boys locker room building following completion of the proposed improvements. The size of the existing locker room building would not increase.

Aesthetics/Recreation

The project site is immediately surrounded by portions of the school campus on all sides. Nearby surrounding land uses consist of large-lot residential to the north, east, and south; the Orangevale Community Park to the southwest; and Linda Creek to the west and northwest. Public views of short-term, temporary construction equipment and materials in the campus parking lot would be visible to motorists at the corner of Granite and Oak Avenues to the east, and motorists on Oak Avenue to the south. Construction equipment and materials would only be visible to recreationists at the extreme northeastern edge of the Orangevale Community Park; most views of the construction staging area from the park would be blocked by existing trees and residential and high school campus buildings. Linda Creek traverses through private property (large-lot residential) in the project vicinity; there is no public use recreational trail along the creek. Due to the small size of the construction project, the visual presence of construction equipment, materials, and personnel would not be substantial, and would be of short duration (approximately 3 months). Construction traffic on Oak Avenue would not be substantial and would have no effect on access to or use of Orangevale Community Park.

The locker room building itself is not visible from any off the off-campus land uses or roadways. After the proposed improvements are completed, the visual appearance of the locker room building would be substantially improved as compared to existing conditions from within the existing Casa Roble High School campus, thereby providing a benefit to students and staff.

Agricultural and Forestry Resources

The project site is developed with an existing high school and supporting outdoor sports fields, drive isles, and parking lots. The project site does not support 10 percent native tree cover and does not allow for management of one or more forest resources. The project site is surrounded by existing urban residential and community park development. There is mature tree cover along Linda Creek, approximately 900 feet west of the proposed locker room building and construction staging area. However, the project site was developed as a school campus in 1966. There are no forestry operations or forestry-related land uses or zoning along Linda Creek in the project vicinity; Linda Creek is surrounded by large-lot urban residential land uses.

Biological Resources

The proposed project would occur at the existing locker room building, with construction staging in a portion of the school's paved parking lot north of Oak Avenue. The work/construction staging areas consist of buildings and pavement, and are surrounded by additional school buildings, paved parking and drive isles, and the school's outdoor sports areas including swimming pools and the paved track/stadium (which has a turf grass football field inside the track oval). Urban landscaping in the form of small street trees and shrubs is present around the perimeter of the campus parking lot. No trees would be removed as part of the proposed project. The project site is fully developed with existing school uses and does not contain any sensitive habitat or habitat for special-status species.

Project-related work would take place approximately 900 feet east of Linda Creek, with most of the existing campus buildings and paved drive isles between the creek and the proposed work/construction staging areas. Therefore, project-related construction would have no effect on biological resources associated with the off-site creek.

Air Quality/Greenhouse Gasses/Energy

The proposed construction effort is not large enough to result in significant short-term construction-related or long-term operation-related air quality or greenhouse gas emissions. The District and its construction contractor would implement Sacramento Metropolitan Air Quality Management District's Basic Construction Emission Control Practices during construction, which include watering of exposed surfaces for dust control, minimizing idling time to five minutes or less, and covering all exposed surfaces.

New buildings constructed in California must comply with the standards contained in California Code of Regulations (CCR) Title 20, Energy Building Regulations, and Title 24, Energy Conservation Standards, which require the design of building shells and building components to conserve energy. CALGreen (24 CCR Part 11) is intended to enhance the design and construction of buildings through the use of building concepts that benefit the environment and public health and encourage sustainability in construction and operations of a building. The provisions of the code apply to the planning, design, construction, use, and occupancy of all newly constructed buildings and structures throughout California. Due to its small size and considering compliance with State energy regulations contained in current building codes, the proposed project would not result in the wasteful, inefficient, or unnecessary consumption of energy resources and would not conflict with a State or local plan for renewable energy or energy efficiency.

Hydrology, Water Quality, Groundwater Resources, Stormwater Drainage, and Flooding

The project site (including both the locker room building and the construction staging area) is less than 1 acre, and therefore a Storm Water Pollution Prevention Plan (SWPPP) under the National Pollutant Discharge Elimination System (NPDES) permit program is not required. However, the District's standard construction specifications require the contractor to implement erosion control measures for any cut and fill operations, temporary stockpiles, vehicle and equipment storage, maintenance and fueling operations; concrete, plaster, mortar and paint disposal; dust control; tracking of dirt or mud on off-site streets; and pipe flushing. Given the small size of the proposed project, erosion control measures would likely include, but are not limited to, temporary use of straw wattles and/or filter bags. Furthermore, project-related construction would occur during the dry summer months when classes are not in session. No construction activities would occur during the winter rainy season.

The proposed project would not increase the amount of impervious surfaces as compared to existing conditions, and therefore would not increase the rate or volume of stormwater runoff, and would also have no effect on groundwater recharge. Because the existing student capacity would not increase as a result of implementing the proposed project, there would be no effect on water supply including groundwater. The existing Casa Roble High School has a stormwater drainage system to which the existing building is connected, and the modifications to the locker room building would not affect the capacity of the campus' stormwater drainage system. The project site is not located in a flood zone.[1]

Noise and Traffic

The nearest noise-sensitive land uses consist of several residences approximately 500 feet to the east (on the east side of Granite Avenue), and approximately 570 feet to the south (on the south side of Oak Avenue). However, traffic along Oak Avenue and Granite Avenue are existing noise sources in the project area and are immediately adjacent to the project site and the residences. Project-related construction activities would comply with the Sacramento County Noise Ordinance (Sacramento County Municipal Code Chapter 6.68), which limits construction-generated noise to the daytime hours. Project demolition and improvements at the locker room building would not result in a substantial increase in noise levels for these residents related to temporary construction noise.

No roads would be closed during construction, and all construction personnel and equipment would be situated in a designated construction staging area within the paved campus parking lot north of Oak Avenue. Due to the small size of the proposed project, only a minor, short-term (approximately 3 months) and temporary increase in construction traffic would occur, and this increase would not be substantial enough to conflict with programs or policies related to the circulation system or to cause a substantial increase in vehicle miles traveled. Appropriate emergency access to the project site is already available and would continue to be used via the existing school campus entryways and drive isles from Oak Avenue.

Operational noise and traffic levels would not change as compared to existing conditions.

Sewer, Water, and Electrical Utilities

The project site is already served by existing potable water, sewer, and electrical utilities. The electrical, HVAC, and plumbing systems associated with the existing locker room building would be upgraded as part of the proposed project. Because the locker room building would not be

[1] Federal Emergency Management Agency. 2012. Flood Map Service Center—Flood Insurance Rate Map No. 06067C0104H. Available: https://msc.fema.gov/portal/home.

expanded, no additional increased demands related to sewer, water, or electrical utilities would be created.

New fire alarms and emergency sirens would be installed as part of the locker room building upgrades. Existing fire and other emergency access is already available next to the building and throughout the campus consistent with local service provider access requirements. With regards to wildfires, the project site is situated within an urbanized area of the Orangevale, and is not located within or near a State Responsibility Area or lands classified as a Very High Fire Hazard Severity Zone.

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

The project site is not visible from any state- or locally-designated scenic highway. The closest designated scenic highways to the school site are a segment of State Route 160 (approximately 20 miles to the south), and the Garden Highway (approximately 15 miles to the southwest).

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

In 1990, two underground storage tanks were removed from the school campus. Minor soil contamination with waste oil and solvent was noted; the contaminated soil was removed and replaced with clean fill material. Groundwater was not affected, and in 1996 the Sacramento County Environmental Management Department issued a “No Further Action” letter, and the case was closed. Fully remediated closed sites are not part of the Cortese List (i.e., Government Code Section 65962.5). Because the minor soil contamination was remediated more than 20 years ago, there would be no adverse effect on the project construction workers, students and teachers, or the public or the environment. There are no open, active cases of hazardous materials contamination within or adjacent to the project site.[2]

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

Casa Roble High School was constructed in 1966, with additions in 1969, 1986, 1992, 2000, and 2002. Various modernization projects were performed 1998, 1999, 2005, 2010, and 2020.

Lead Agency:	San Juan Unified School District		
Contact Person:	Nicholas Arps	**Telephone:**	916-971-5750

[2] State Water Resources Control Board. 2023. GeoTracker. Available: https://geotracker.waterboards.ca.gov/.

Address:	5320 Hemlock Street. Sacramento, CA 95841
Signature:	**Date:** 4/13/2023
Title:	Director of Facilities, Construction & Modernization

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-12

MEETING DATE: 04/25/2023

SUBJECT: CEQA Notice of Exemption for Mesa Verde High School Locker Room Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Mesa Verde High School Locker Room Modernization Project.

RATIONALE/BACKGROUND:
The project consists of upgrading and modernizing the interior of the existing girls and boys locker room building. Work would include new flooring and new interior finishes in varies locations. New lockers and bench seating would be installed for both boys and girls in the locker rooms. The building's interior lighting system would be improved and upgraded. The electrical and plumbing systems would be upgraded to support the new fixtures. A new fire alarm system would be installed throughout the locker rooms as well as the adjacent gymnasium, with minor tie-in work to the control facilities in the administration building.

ATTACHMENT(S):
A: CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

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

Strategic Plan: N/A

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

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

Print Form

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan Unified School District
5320 Hemlock Street
Sacramento, CA 95841
(Address)

Project Title: Mesa Verde High School Locker Rooms Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:

7501 Carriage Drive. Citrus Heights, CA

Project Location - City: Citrus Heights Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

The project consists of upgrading and modernizing the interior of the existing girls and boys locker room building

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

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

Exempt Status: **(check one):**

- ☐ Ministerial (Sec. 21080(b)(1); 15268);
- ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
- ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- ☒ Categorical Exemption. State type and section number: Section 15301 and Section 15302
- ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:

See Attached Narrative:
Section 15301 and Section 15302

Lead Agency
Contact Person: Nicholas Arps Area Code/Telephone/Extension: 916.971.5780

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: Director of Facilities, Construction

▪ Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

Revised 2011

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

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

Sacramento County Clerk/Recorder
600 8th Street
Sacramento, CA 95814

Project Title: Mesa Verde High School Locker Rooms Modernization Project

Project Address: 7501 Carriage Drive

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

Project Description: The project consists of upgrading and modernizing the interior of the existing girls and boys locker room building. Work would include new flooring and new interior finishes. Existing restroom and shower facilities would be replaced with upgraded fixtures, including ADA accessible facilities, along with new floor, wall, and ceiling finishes. New lockers and bench seating would be installed for both boys and girls in the locker rooms. The building's interior lighting system would be improved and upgraded. The electrical and plumbing systems would be upgraded to support the new fixtures. A new fire alarm system would be installed throughout the locker rooms as well as the adjacent gymnasium, with minor tie-in work to the control facilities in the administration building.

All construction staging would occur at the existing Mesa Verde High School campus, within a portion of the paved parking area at the front of the school at the west end of Kanai Avenue. Contractor access to the site would occur from Auburn Boulevard via Kanai Avenue using the existing high school paved entry and drive isle at the west end of Kanai Avenue. All work would be performed during the summer months when school classes are not in session.

The new facilities would be designed to meet all requirements of the Division of the State Architect (DSA).

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

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

Exempt Status: (check one)

_____	Ministerial Project (Section 21080[b][1]; 15268)
__X__	Categorically Exempt (Section 15301)
_____	Declared Emergency (Section 21080[b][3]; 15269[a])
_____	Emergency Project (Section 21080[b][4]; 15269[b][c])
_____	Statutory Exemption (Public Resources Code Section 21080.35)
_____	The project clearly will not have a significant effect on the environment (15061[b][3])

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

The project is exempt under the following section of the CEQA Guidelines: 15301 (Class 1– Existing Facilities). The project meets the conditions for a categorical exemption described in this section of the CEQA Guidelines, as explained below.

(1) Class 1 consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing or former use.

The project is intended to perform necessary upgrades and modernization of the existing Mesa Verde High School girls and boys locker room building consistent with the District's School Facilities Master Plan. The existing building size would remain the same. The interior and exterior alterations would not involve an expansion of the existing use.

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

The Mesa Verde High School campus is within the City of Citrus Heights, and is zoned for Very Low Density Residential (RD2). Under the Citrus Heights General Plan, the project site is designated for Public (P) uses, which reflects the use of the site as a public school since 1974. Under the current (2020) Citrus Heights Zoning Code, public, K–12 schools are allowed (with a Conditional Use Permit) on parcels zoned RD2. Updating the existing girls and boys locker room facility would be consistent with the existing school use, and would be consistent with the existing zoning and land use designations.

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

The project site is developed with an existing locker room building, and the construction staging area consists of a paved parking area, which are part of the Mesa Verde High School campus. The high school campus is surrounded by existing developed urban uses consisting of very low- and low-density residential, a mobile home park, two churches, and a cemetery. Cripple Creek flows through private very low-density residential property adjacent to the high school campus' northern property boundary. Large trees are present along the creek. The locker room building and proposed staging area are approximately 550 south of Cripple Creek (at the closest point) and are separated from the creek by the existing school buildings and paved drive isles.
The Mesa Verde High School campus was developed as a school in 1974. The campus consists of school buildings, pavement, turf grass sports fields, urban landscaping, an outdoor sports track, and tennis courts. The high school campus does not contain any sensitive habitat or habitat for special-status species. Thus, the project site has no value for endangered, rare, or threatened species.

Exceptions to the Exemptions

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

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

This exception only applies to Classes 3, 4, 5, 6, and 11. These classifications do not apply to this project; therefore, this exception is not discussed further.

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

The proposed project would involve updating and modernizing the girls and boys lockers rooms on the existing school campus to meet the continuing needs of District students. The project would not contribute to any cumulative environmental impacts due to the small size of the project and the lack of significant environmental impacts.

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

There are no unusual circumstances at the project site or part of project operations that would result in significant effects on the environment. The property was developed as a school campus in 1974 and would continue to be used as a school. The portion of the high school campus where project-related work would occur is currently developed with an existing girls and boys locker room building that supports the high school's sports programs, and would continue to be used as the girls and boys locker room building following completion of the proposed improvements. The size of the existing locker room building would not increase.

Aesthetics/Recreation

The project site is immediately surrounded by high school buildings to the north and east, paved parking and the school's small gymnasium to the south, and the school's outdoor sports fields to the west. Public views of short-term, temporary construction equipment and materials in the campus parking lot and work on the locker room building would only be visible to motorists and cyclists on Carriage Drive. These views would only be available to northbound drivers or cyclists looking northwest, for a distance of approximately 500 feet south of Kanai Drive. Views from all other public locations would be blocked by intervening buildings and trees. Due to the small size of the construction project, the visual presence of construction equipment, materials, and personnel would not be substantial, and would be of short duration (approximately 3 months). Project-related work would occur on the interior of the building, and would provide an improved learning environment for Mesa Verde High School students and staff; the building exterior would look similar to existing conditions.

No roadways would be closed during project construction, and therefore bicyclists using the Class II bike lane on Carriage Drive would not be affected. Cripple Creek traverses through

private property (large-lot residential) adjacent to the northern and western campus property boundaries; however, there is no public use recreational trail along the creek.

Agricultural and Forestry Resources

The project site is developed with an existing high school and supporting outdoor sports fields, drive isles, and parking lots. The project site does not support 10 percent native tree cover and does not allow for management of one or more forest resources. The project site is surrounded by existing urban residential development, along with several churches, a mobile home park, and a cemetery. There is mature tree cover along Cripple Creek, approximately 500 feet north of the proposed locker room building and construction staging area. However, the project site was developed as a school campus in 1974. There are no forestry operations or forestry-related land uses or zoning along Cripple Creek in the project vicinity; Cripple Creek is surrounded by large-lot urban residential land uses.

Biological Resources

The proposed project would occur at the existing locker room building, with construction staging in a portion of the school's paved parking lot immediately adjacent to the south. The work/construction staging areas consist of buildings and pavement, and are surrounded by additional school buildings, paved parking and drive isles, and the school's outdoor sports field areas (which are composed of turf grass). Urban landscaping in the form of small street trees and shrubs is present around the perimeter of the campus parking lot. No trees would be removed as part of the proposed project. The project site is fully developed with existing school uses and does not contain any sensitive habitat or habitat for special-status species.

Project-related work would take place approximately 500 feet south of Cripple Creek, and the existing campus buildings and paved drive isles are between the creek and the proposed work/construction staging areas. Therefore, project-related construction would have no effect on biological resources associated with the off-site creek.

Air Quality/Greenhouse Gasses/Energy

The proposed construction effort is not large enough to result in significant short-term construction-related or long-term operation-related air quality or greenhouse gas emissions. The District and its construction contractor would implement Sacramento Metropolitan Air Quality Management District's Basic Construction Emission Control Practices during construction, which include watering of exposed surfaces for dust control, minimizing idling time to five minutes or less, and covering all exposed surfaces.

New buildings constructed in California must comply with the standards contained in California Code of Regulations (CCR) Title 20, Energy Building Regulations, and Title 24, Energy Conservation Standards, which require the design of building shells and building components to conserve energy. CALGreen (24 CCR Part 11) is intended to enhance the design and construction of buildings through the use of building concepts that benefit the environment and public health and encourage sustainability in construction and operations of a building. The provisions of the code apply to the planning, design, construction, use, and occupancy of all newly constructed buildings and structures throughout California. Due to its small size and considering compliance with State energy regulations contained in current building codes, the proposed project would not result in the wasteful, inefficient, or unnecessary consumption of energy resources and would not conflict with a State or local plan for renewable energy or energy efficiency.

Hydrology, Water Quality, Groundwater Resources, Stormwater Drainage, and Flooding

The project site (including both the locker room building and the construction staging area) is less than 1 acre, and therefore a Storm Water Pollution Prevention Plan (SWPPP) under the National Pollutant Discharge Elimination System (NPDES) permit program is not required. However, the District's standard construction specifications require the contractor to implement erosion control measures for any cut and fill operations, temporary stockpiles, vehicle and equipment storage, maintenance and fueling operations; concrete, plaster, mortar and paint disposal; dust control; tracking of dirt or mud on off-site streets; and pipe flushing. Given the small size of the proposed project, erosion control measures may include, but are not limited to, temporary use of straw wattles and/or filter bags. Furthermore, project-related construction would occur during the dry summer months when classes are not in session. No construction activities would occur during the winter rainy season.

The proposed project would not increase the amount of impervious surfaces as compared to existing conditions, and therefore would not increase the rate or volume of stormwater runoff, and would also have no effect on groundwater recharge. Because the existing student capacity would not increase as a result of implementing the proposed project, there would be no effect on water supply including groundwater. The existing Mesa Verde High School has a stormwater drainage system to which the existing building is connected, and the modifications to the locker room building would not affect the capacity of the campus' stormwater drainage system. The project site is not located in a flood zone.[1]

Noise and Traffic

The nearest noise-sensitive land uses consist of residences approximately 450 feet to the south along the southern property boundary. Traffic along the surrounding roadways, including Cessna Drive, Candlelight Way, Carriage Drive, and Kanai Avenue, is a major source of noise in the project area. Project-related construction activities would comply with the Sacramento County Noise Ordinance (Sacramento County Municipal Code Chapter 6.68), which limits construction-generated noise to the daytime hours. The Citrus Heights Municipal Code exempts construction noise that occurs between 6 a.m. and 8 p.m. on weekdays, and between 7 a.m. and 8 p.m. on weekends (Chapter 34, Article III, Section 34-88). Construction activities at the locker room building and a portion of the adjacent parking lot (for construction staging) would not result in a substantial increase in noise levels for these residents related to temporary construction noise.

No roads would be closed during construction, and all construction personnel and equipment would be situated in a designated construction staging area within the paved campus parking lot at the west end of Kanai Avenue. Construction traffic would access the site via Kanai Avenue from Auburn Boulevard. Due to the small size of the proposed project, only a minor, short-term (approximately 3 months) and temporary increase in construction traffic would occur, and this increase would not be substantial enough to conflict with programs or policies related to the circulation system or to cause a substantial increase in vehicle miles traveled. Appropriate emergency access to the project site is already available and would continue to be used via the existing school campus entryway and drive isle from Kanai Avenue.

Operational noise and traffic levels would not change as compared to existing conditions.

[1] Federal Emergency Management Agency. 2012. Flood Map Service Center—Flood Insurance Rate Map No. 06067C0083H. Available: https://msc.fema.gov/portal/home.

Sewer, Water, and Electrical Utilities

The project site is already served by existing potable water, sewer, and electrical utilities. The electrical and plumbing systems associated with the existing locker room building would be upgraded as part of the proposed project. Because the locker room building would not be expanded, no additional increased demands related to sewer, water, or electrical utilities would be created.

New fire alarms and emergency sirens would be installed as part of the locker room building upgrades, along with a tie-in to the existing alarm control center in the existing administration building. Existing fire and other emergency access is already available next to the building and throughout the campus consistent with local service provider access requirements. With regards to wildfires, the project site is situated within an urbanized area of the Citrus Heights, and is not located within or near a State Responsibility Area or lands classified as a Very High Fire Hazard Severity Zone.

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

The project site is not visible from any state- or locally-designated scenic highway. The closest state-designated scenic highway to the school site is State Route 160 near Freeport, which is approximately 19 miles to the southwest. The Sacramento County-designated scenic corridor portion of Garden Highway is approximately 13.5 miles to the west.

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

Based on a review of hazardous materials databases maintained by the State Water Resources Control Board[2], there are seven closed sites within 0.5 mile of the project site, the closest of which is approximately 1,300 feet from the project site. Six of these sites are located to the east, along Auburn Boulevard, and one is located to the north along Antelope Road; all are associated with former leaking underground storage tanks. Several of the sites involved groundwater contamination, but the plumes did not migrate off-site. None of these sites poses a hazard for the Mesa Verde High School because soil and groundwater contamination are confined to the perimeter of the sites where the releases occurred, ranging from 1,300 to 3,500 feet from the project site.

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

[2] State Water Resources Control Board. 2023. GeoTracker. Available: https://geotracker.waterboards.ca.gov/.

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

The original campus buildings at Mesa Verde High School were constructed in 1974, with modernizations in 1993 and 2004 and additions in 2008–2010. Thus, the campus does not constitute a historical resource. Therefore, the project would not result in a substantial adverse change in the significance of a historical resource.

Project Applicant:	San Juan Unified School District		
Lead Agency:	San Juan Unified School District		
Contact Person:	Nicholas Arps	**Telephone:**	916-971-5750
Address:	5320 Hemlock Street. Sacramento, CA 95841		
Signature:		**Date:**	4/13/2023
Title:	Director of Facilities, Construction & Modernization		

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-13

MEETING DATE: 04/25/2023

SUBJECT: CEQA Notice of Exemption for Mariemont Elementary School Interim Housing & Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Mariemont Elementary School Interim Housing & Modernization Project.

RATIONALE/BACKGROUND:
The project consists of installing six (6) temporary classroom buildings for interim housing during the modernization. Sitewide modernization of existing buildings and interior spaces to include but not limited to re-roof; canopy dry-rot removal and replacement; HVAC replacement; window replacement; exterior paint; interior paint and flooring; underground utilities removal and replacement; hardcourt play area removal and replacement to meet ADA accessibility requirements.

ATTACHMENT(S):
A: CEQA Notice of Exemption

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet:04/17/2023

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

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

Strategic Plan: N/A

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

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

Print Form

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
600 8th Street
Sacramento, CA 95814

From: (Public Agency): San Juan Unified School District
5320 Hemlock Street
Sacramento, CA 95841
(Address)

Project Title: Mariemont Elementary Interim Housing & Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:
1401 Corta Way, Sacramento CA

Project Location - City: Sacramento Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:
The project consists of temporary interim housing and modernization of the site.

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

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

Exempt Status: **(check one):**

- ☐ Ministerial (Sec. 21080(b)(1); 15268);
- ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
- ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- ☒ Categorical Exemption. State type and section number: Section 15314
- ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:
See Attached Narrative:
Section 15314

Lead Agency
Contact Person: Nicholas Arps Area Code/Telephone/Extension: 916.971.5780

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: Director of Facilities, Construction

▪ Signed by Lead Agency Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

Revised 2011

CATEGORICAL EXEMPTION FOR THE MARIEMONT ELEMENTARY SCHOOL MODERNIZATION AND INTERIM HOUSING PROJECT

SAN JUAN UNIFIED SCHOOL DISTRICT

April 2023



Mariemont Elementary School
1401 Corta Way
Sacramento, CA 95864

PROJECT DESCRIPTION
School Site Solutions, Inc.
2015 H St., Sacramento, CA 95811
916.257.2534

The proposed project includes the following scope of work:

1. Interim Housing Scope:
    a. Relocation of 6 new 24 x 60 temporary portables to support proposed full campus modernization
    b. Supplemental concrete paving for path of travel tie in
    c. Supplemental power and low voltage for portable integration to existing campus
    d. New Nyquist cabinet in Building K electrical closet

2. Modernization Scope: Full campus modernization including but not limited to:
    a. New site concrete replacement for ADA compliance
    b. Sewer line replacement between A and C
    c. New paving and striping at hardcourt play area
    d. Repaint exterior of buildings and canopy structures on campus
    e. Repaint interior of classroom and administration buildings
    f. Roofing removal and replacement
    g. Exterior window replacement at classroom and administration buildings
    h. Replace flooring at classroom, administration, foyer of multipurpose and portable buildings
    i. Replace casework and sink base at classrooms
    j. Replace furniture at classrooms, administration and multipurpose buildings
    k. Replace areas with dry rot at canopy structure
    l. Addition of distributed power outlets in classrooms
    m. New HVAC systems at all classrooms and administration spaces

The proposed project qualifies for a categorical exemption under Article 19, Section 15314 of the California Environmental Quality Act (CEQA).

15314. Minor Additions to Schools: Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.

Evidence and Findings

The project would not create any new standard classrooms that would provide for an increase in student capacity where the added classrooms would increase student capacity more than 25% of the original student capacity. For these reasons, the proposed project is categorically exempt as the ten relocatable buildings are characterized as a minor addition to an existing school within existing school grounds.

Exceptions to Categorical Exemptions

Section 15300.2 of the CEQA Guidelines lists exceptions that would prohibit a project from qualifying for a Categorical Exemption, even if the project satisfies the requirements for one or more of the exemption classes. The school district's CEQA consultant, School Site Solutions Inc. conducted an independent review and evaluation of the proposed project, conducted independent research, and reviewed project plans prepared by the school district's architect. Based on its review, School Site Solutions, Inc. concluded that none of the exceptions listed in CEQA Guidelines section 15300.2 (a-f) apply to the proposed project (discussed below).

Therefore, a Categorical Exemption is appropriate pursuant to CEQA Guidelines section 15314.

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

   Discussion. *The project qualifies for a Class 14 exemption and therefore, the location exception does not apply to the project.*

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

   Discussion. *The school district is not planning successive projects of the same type in the same place. Therefore, there is no cumulative impact that would be significant.*

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

Discussion. *Neither the school district nor the school district's consultants are aware of any unusual circumstances associated with the project such that the project would result in a reasonable possibility of resulting in a significant effect on the environment.*

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

Discussion. *According to the Caltrans Scenic Highway System Map website and the Sacramento County General Plan, the nearest officially designated State of California scenic highway to the project site is SAC - 160, which is approximately 6.0 miles southwest of the project site. No portions of SAC – 160 are visible from or in the vicinity of the Mariemont Elementary School.*

No public views are available on or towards any scenic areas from the modular building site and the approximately 12-foot-high relocatable buildings themselves would not obstruct any other surrounding public viewpoints of these visually sensitive resource areas. In addition, the interim housing buildings are short term and will be removed at the conclusion of the project. Therefore, no scenic highways, or scenic resources, would be affected as a result of the project.

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

Discussion. *The proposed project is not located on a site that is included on any list compiled pursuant to Section 65962.5 of the Government Code. The site is not located on the California Environmental Protection Agency's Cortese List (Health and Safety Code Section 25187.5). The State Water Resources Control Board's GeoTracker (Health and Safety Code Section 25295 and Water Code Sections 13273 and 13301) does not indicate any hazardous sites within the project site. The project site is also not listed on the California Environmental Protection Agency's list of solid waste sites identified by the Water Board with waste constituents above hazardous waste levels outside the waste management unit (Health and Safety Code Section 116395).*

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

Discussion. *According to the Sacramento County Register of Historic Resources (updated June 2022), Mariemont Elementary School is not listed as a historical resource and is not*

located within or near County-designated historic districts.

Additionally, the project does not include any changes to existing buildings. Therefore, the proposed project would not cause a change in the significance of a historical resource.

END OF DOCUMENT

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-14

MEETING DATE: 04/25/2023

SUBJECT: Lease-Leaseback Amendment No. 1 for Mariemont Elementary School Modernization and Interim Housing Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4078, approving the first amendment to the lease for the Mariemont Elementary School Modernization and Interim Housing Project Nos. 130-9495-P1 and 130-9495-P2 between San Juan Unified School District and SB James Construction.

RATIONALE/BACKGROUND:
The board approves the total base rent in the amount of $1,630,158.00 for abatement and demolition, and authorizes the issuance of lease amendment No. 1 to the facilities lease and authorizes district staff to issue a notice to proceed with construction.

ATTACHMENT(S):
A. Resolution No. 4078
B. Lease Amendment No. 1

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

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

Strategic Plan: N/A

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

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

RESOLUTION NO. 4078

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING LEASE AMENDMENT #1 FOR THE MARIEMONT ELEMENTARY SCHOOL MODERNIZATION & INTERIM HOUSING PROJECT SJUSD PROJECT #130-9495-P1 & #130-9495-P2

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

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to SB James Construction for this Project, which approval for the Facilities Lease was in the amount of $65,470.00 per Resolution No. 4062; and

WHEREAS, the approval of the Facilities Lease authorized only preconstruction services to be performed; no construction services were approved to commence; and no construction services have commenced; and

WHEREAS, SB James Construction has completed the preconstruction services for Interim Housing portion of the Project, including development of the Total Base Rent for this Project, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents;

WHEREAS, the District has carefully considered the information supporting the Total Base Rent for the Project; and

WHEREAS, the Division of the State Architect ("DSA") has provided the required approvals for the Interim Housing Project.

NOW, THEREFORE, the San Juan Unified School District Board of Education does hereby resolve as follows:

Section 1. The foregoing recitals are hereby adopted as true and correct.

Section 2. The Board approves the Total Base Rent in the amount of One million, Six hundred thirty thousand, One hundred fifty-eight dollars and zero cents ($1,630,158.00) for Interim Housing, authorizes the issuance of Lease Amendment #1 to the Facilities Lease, and authorizes District staff to issue a notice to proceed with construction.

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on April 25, 2023, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

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

Attest:

_____
Saul Hernandez, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District
Facilities Business Department
5320 Hemlock Street, Sacramento, California 95841
Telephone 916- 971-7283
Internet Web Site: www.sanjuan.edu

Melissa Bassanelli, Superintendent of Schools
Frank Camarda, Chief Operations Officer
Nic Arps, Director Construction & Mod
Cherie Chenoweth, Coordinator Facilities Business & Compliance

Facilities Lease Amendment #01
Mariemont ES Interim Housing
DSA App. #02-120913
SJSUSD Project #130-9495-P2
Mariemont ES Modernization
DSA App. #02-121247
SJSUSD Project #130-9495-P1
Facilities Lease Agreement#305661

Effective **April 25, 2023,** the Facilities Lease Agreement dated **January 24, 2023** between the San Juan Unified School District and **S+B James Construction California Inc.** for the **Mariemont ES Modernization/Interim Housing** is amended as follows:

1. Section 1.1.13 is amended to include the DSA App No. **02-120913 Interim Housing and 02-121247 Modernization 02-121247**.
2. Section 3.2.3 Time of Completion is amended to state the **total weather days to be fifty (50).**
3. Section 4.2 Term of Facilities Lease is amended to be a total of **Thirty-six (36) months to include all phases (January 2023 – December 2025)**, consisting of the total of the time a) to perform Preconstruction Services, estimated to be from **January 2023 – October 2023 (ten (10) months)**, b) **a total of twenty (20) months in accordance with the Exh C Lease Payment Schedule** to construct the Project, including punchlist and project acceptance, and c) the post-construction lease period of **twelve (12) consecutive months** following completion of the Project, subject to the right of the District not to implement any construction Increment or to terminate earlier in accordance with this Facilities Lease.
4. Section 4.4.2 Total Base Rent for the Project is amended to be **One million Five hundred forty-seven thousand Three hundred ninety-three dollars ($1,547,393.00)**.
5. Section 4.4.2.4.1 Construction Contingency is amended to be **Thirty seven thousand dollars ($37,000.00).**
6. ~~Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its' entirety.~~
7. Section 4.4.2.4.3 District Contingency is amended to be **Sixty thousand dollars ($60,000.00).**
8. Signature page updates the Contract amount to **$1,630,158.00.**
9. Exhibit C is amended to include the **Lease Payment Schedule, TBR Calculation, Qualifications & Assumptions, Exclusions and Work not included, and List of Plans, Specifications, and Other documents**.
10. Exhibit F General Conditions Costs is amended to include the **General Conditions Costs Breakdown**.
11. Exhibit G Construction Schedule is amended to include the **Approved Baseline Schedule and Site Logistics Plan.**

MODERNIZATION #130-9495-P1 bc 6270	
Original Contract Amount (PC only)	$65,470,.00
Previously approved Amendment	$0.00
Current Amendment	$0.00
Revised Total Base Rent	$65,470.00

INTERIM HOUSING #130-9495-P2 bc 6270	
Original Contract Amount (PC only)	$17,295.00
Previously approved Amendment	$0.00
Current Amendment #01 for Total Base Rent	$1,547,393.00
Revised Total Base Rent	**$1,564,688.00**

TOTAL REVISED CONTRACT AMOUNT	**$1,630,158.00**

In all other respects, the terms and conditions of said Facilities Lease, including the exhibits thereto, remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Title: Chief Operations Officer

S+B James Construction California, Inc.
A California Corporation

By:_____
Silas Nigam
Title: President

Federal Tax Identification Number:
83-1570234

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-15

MEETING DATE: 04/25/2023

SUBJECT: Certification of Absence: Pam Costa

DEPARTMENT: Administration

CHECK ONE:

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

ACTION REQUESTED:
The board is asked to certify that the April 11, 2023, absence of Board Member Pam Costa 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: 04/25/2023

SUBJECT: Secondary: Expanded Learning Opportunities

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 receive a report regarding Expanded Learning Opportunities (ELO) within the secondary school division.

RATIONALE/BACKGROUND:
San Juan Unified School District's ELO grant plan provides supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports. The ELO grant was coordinated with funds received from the federal Elementary and Secondary Schools Emergency Relief (ESSER) funds to implement a comprehensive and responsive learning recovery program. Through the ELO Grant and ESSER funds, each school site was given additional full-time employment (FTE) staff funds, and opportunities to address student needs. Sites were allowed local control to determine what actions would best meet the needs of students based on needs assessments and feedback.

ATTACHMENT(S):
A: Presentation

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

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/20/2023, 04/17/2023

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
Current Year Only ☐ On-going ☐

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

Strategic Plan: N/A

PREPARED BY: Darrin Kitchen, Director, Secondary Education and Programs
Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs KS

APPROVED BY: Amy Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support
Melissa Bassanelli, Superintendent of Schools MB

Expanded Learning Opportunities (ELO) Secondary Education



San Juan Unified School District
Board of Education
April 25, 2023

1

ELO Plan Components

Supplemental and Support Strategies

- Extending instructional time
- Accelerating progress to close learning gaps
- Integrated student supports to address other barriers to learning
- Community learning hubs
- Supports for credit deficient students
- Additional academic services for students
- Training for school staff on strategies

Priority Populations

- Disengaged students
- English learners
- Foster youth
- Homeless
- Low-income
- Students at risk of abuse, neglect or exploitation
- Students who are behind grade level
- Students with disabilities

2

ELO Grant Plan Process and Parameters
Locally Planned and Implemented

Priority Populations and Focus Areas

Collaboration

Continuous Improvement Process



3

San Juan Unified School District

Secondary ELO Plan: Local Control

Additional Personnel

Allocate additional certificated personnel to address learning needs in core subject area essential standards

Site Allocations

Provide site allocations based on enrollment to address learning needs in core subjects or social emotional needs

Partnership Projects

Implement school partnership projects to provide school year and summer programs

High school mathematics

Hire additional high school math teachers to reduce the student to teacher ratio, may include co-teaching

4

San Juan Unified School District

Additional Opportunities to Support Students

Pilot a flexible schedule

30 minutes support period embedded during the school day at participating secondary schools

Provide tutoring services

- Virtual tutor providers
- Peer tutors
- Technology tools

Where Everyone Belongs (WEB)

Middle school mentoring: 8th graders mentor incoming 6th graders and create positive connections

5

San Juan Unified School District

Flexible Schedule Opportunity for Intervention and Enrichment

Sites Utilizing the Flexible Schedule	Arcade	Barrett
Carnegie	Churchill	Katherine Johnson
Pasteur	Will Rogers	Sylvan
Casa Roble	Del Campo	

Feedback from the field

- Teachers are using it for assessment retakes, makeups, interventions
- Students are loving the enrichment focus
- Having the period during the school day is more equitable and allows for access by all students
- Growth in iReady due to additional time

6

San Juan Unified School District

Additional Personnel



Core Subjects
- Advanced Placement (AP)
- World Language
- English Language Arts
- Mathematics
- Science
- Dual Enrollment

Electives
- Credit Recovery
- Intervention
- Visual/Performing Arts
- Achievement Via Individual Determination (AVID)
- Science Technology Engineering Math (STEM)

7

Site Allocations: ELO Actions



Academic Supports

Intervention Specialist	2 Sites
Bilingual Instructional Assistant (BIA)	1 Site
College and Career Technician	1 Site
Before and/or After School Tutoring	All sites

Social Emotional Support

Social Worker	1 Site
Counselor	5 Sites
Community Intervention Staff	5 Sites
Community Partnership: Wellness Together	1 Site
Campus Monitors	2 Sites

8

Site Allocations: Social-Emotional Supports

Encina	• School Community Intervention Assistant (SCIA) • Omar Marroquin
Casa Roble	• School social worker • Ruben Lizarraga
Barrett	• Intervention Counselor • Debie Trotti

ELO Video - Social Emotional Supports

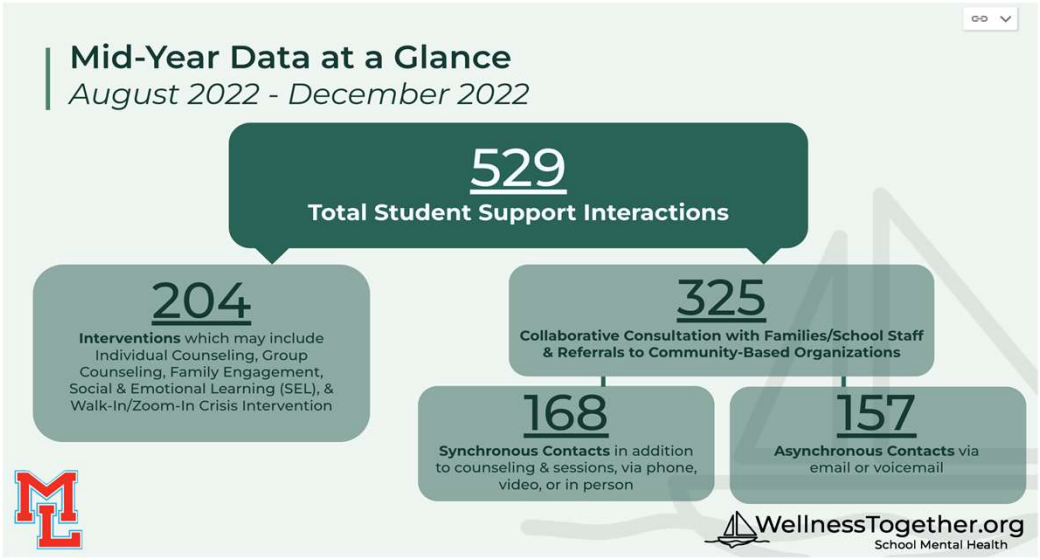
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Partnership Project: Mira Loma



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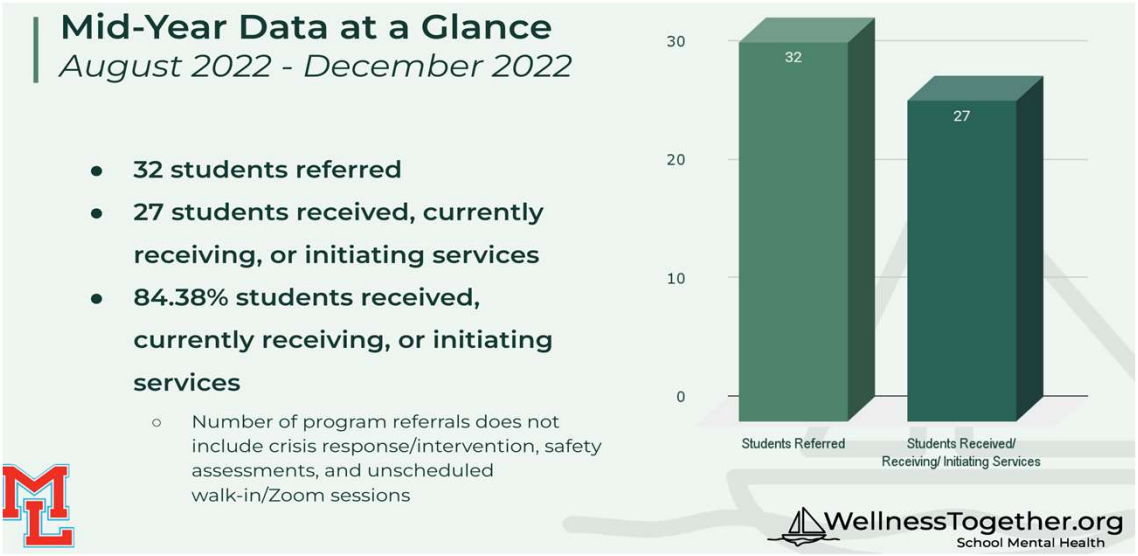
Mental Health Therapist at Mira Loma



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San Juan Unified School District

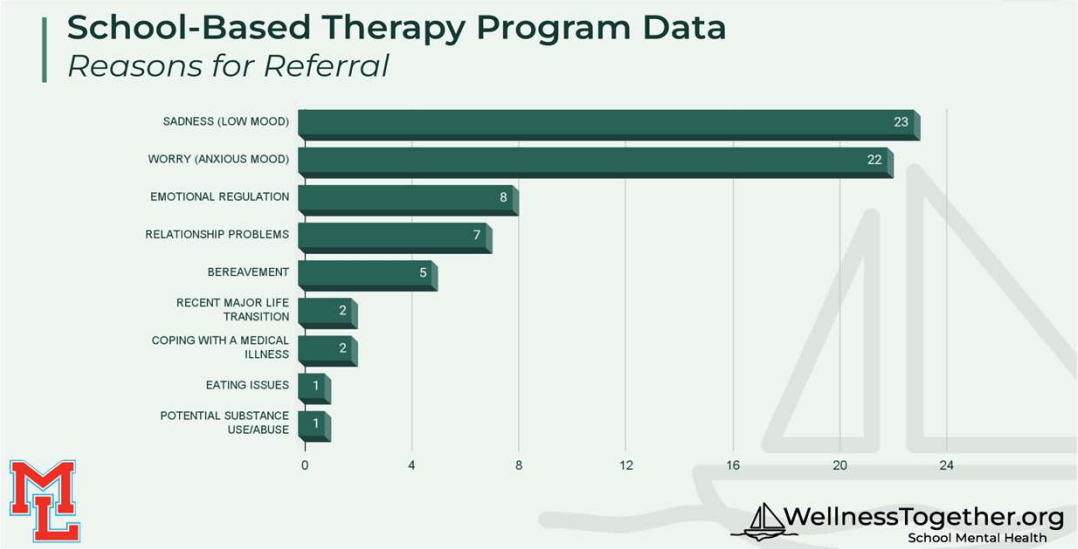
Mental Health Therapist at Mira Loma



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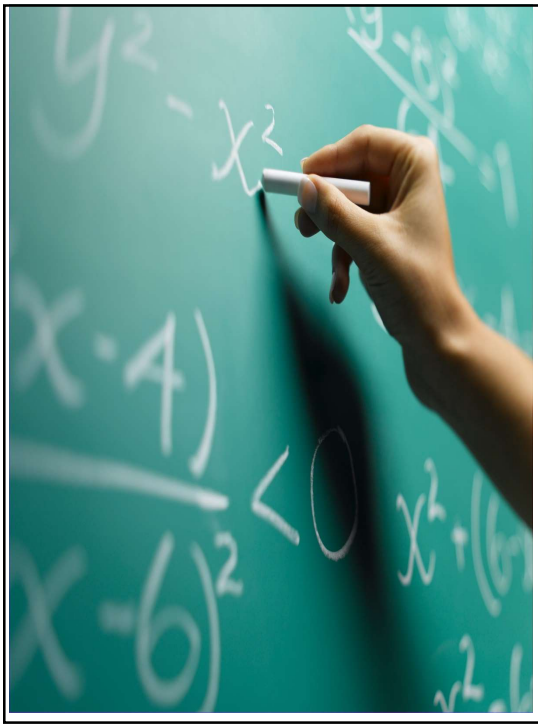
San Juan Unified School District

Mental Health Therapist at Mira Loma



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San Juan Unified School District



Additional Math Staffing

- Extra Integrated Math (IM) 1 Support class
- Math Modeling and IM 2 combination classes
- Co-taught math classes
- Lowering class size for IM 1
- Additional math teacher

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San Juan Unified School District

ELO Actions to Highlight: Mathematics

Bella Vista High School
Intervention Specialist – Greg Lambrecht

Tutoring	Push-In	Targeted academic intervention
273 students	154 students	22 students

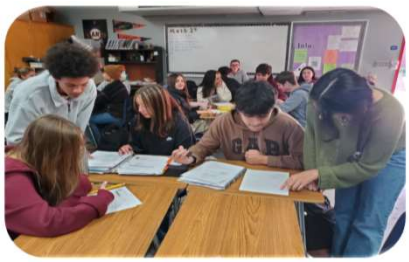


15

Bella Vista Highlights

- TARGETED SUPPORT FOR IDENTIFIED INTEGRATED MATH (IM) STUDENTS
- MATH TEACHERS ASSIST WITH TARGETED INTERVENTION AND TUTORING
- PUSH-IN PEER TUTORING IN INTEGRATED MATH CLASSES
- TARGETED TUTORING AFTER SCHOOL
- SPECIAL EDUCATION STUDY SKILLS PUSH-IN
- FRESHMAN COHORT





16

Successes

- Improved learning opportunities
- Local control meeting the needs of students as determined at the site level
- Feedback from staff, students and community

Challenges

- Staffing
- Consistent progress monitoring

Next Steps

- Continuous cycle of inquiry
- Continue listening sessions
- Identify high leverage actions

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San Juan Unified School District

Questions



18

San Juan Unified School District

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 04/25/2023

SUBJECT: Update on Site Safety Implementation Plan

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board hear a presentation on the progress of the site safety implementation plan.

RATIONALE/BACKGROUND:
The presentation will go over the status of the site safety implementation plan as well as the department's strategy to install fencing throughout the district within the coming years.

ATTACHMENT(S):
A: PowerPoint Presentation

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

FISCAL IMPACT:
Current Budget: $10 million
Additional Budget: $ N/A
Funding Source: Voter Approved Bond Funds
(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: Frank Camarda, Chief Operations Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Site Safety Implementation Plan Update

San Juan Unified School District

1

1

Process

June 14, 2022

Board adopts resolution earmarking $10 million for safety measures

August 2022 - February 2023

Safe Schools conducts detailed site assessments

January 10, 2023

Safe Schools staff report to the Board

Safe Schools reports out to multiple education partners:

- Superintendent's Cabinet
- Facilities Committee
- Board of Education
- Site Administration
- Citrus Heights City Council

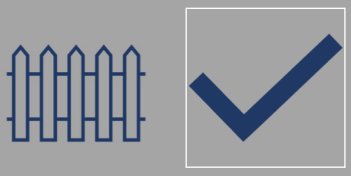
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2

Safety Implementation Planning



Compiled and reviewed current site data
Reviewed CCTV capability
Reviewed interior door locking capability



Established phasing plans for school site fencing using:
Vulnerability Studies
Bond fencing implementation analysis

3

3

Completed

Elementary

- Carriage
- Coyle
- Del Paso Manor
- Dyer-Kelly
- Edison
- Gold River
- Grand Oaks
- Greer
- Howe
- Littlejohn
- Mission Avenue
- Skycrest
- Starr King
- Thomas Kelly
- Trajan
- Twin Lakes
- Winterstein
- Woodside

Middle

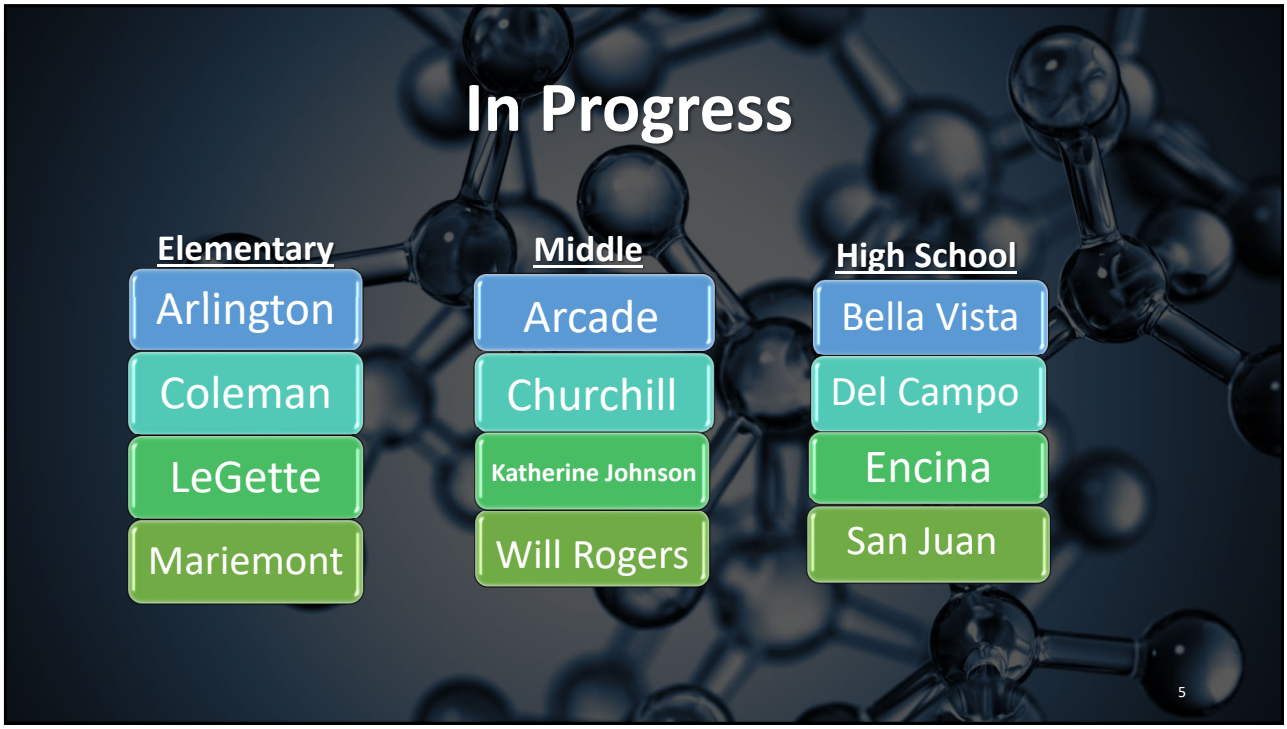
- Barrett MS
- Sylvan MS
- Arden MS

High School

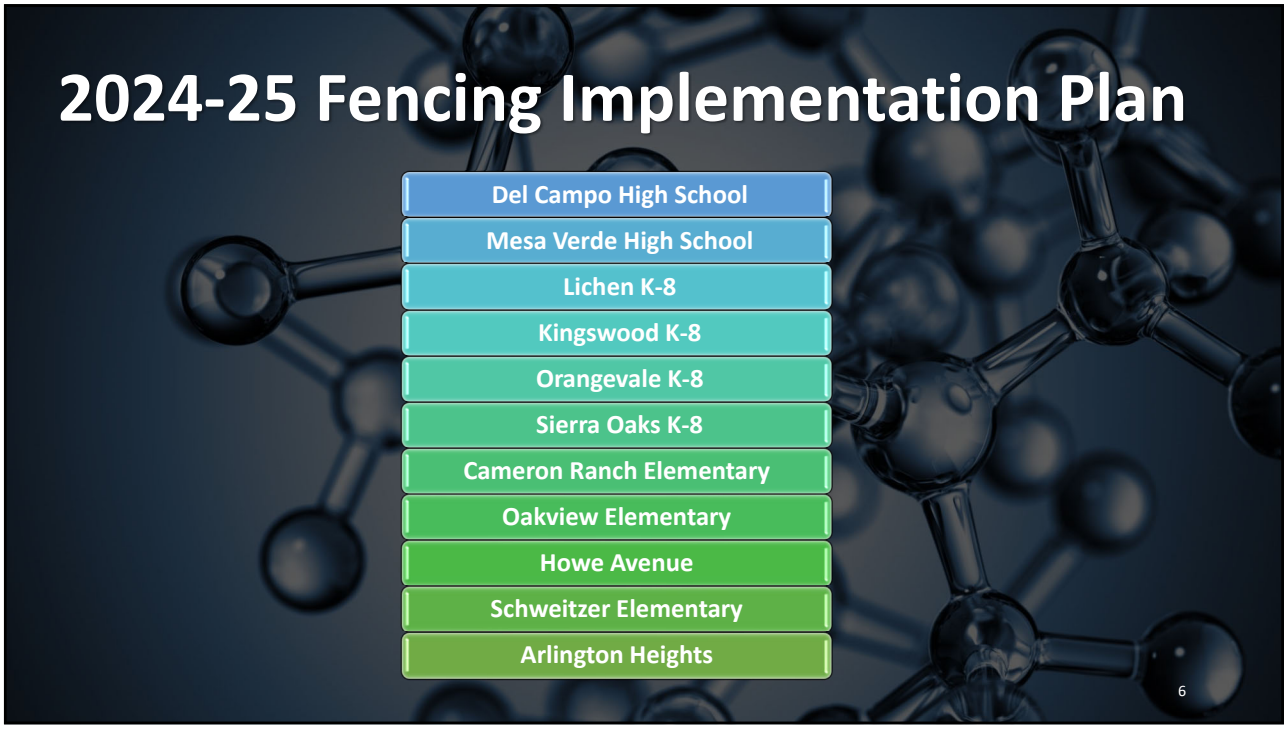
- Casa Roble HS
- El Camino HS
- Mira Loma HS

4

4


In Progress
Elementary
Arlington
Coleman
LeGette
Mariemont
Middle
Arcade
Churchill
Katherine Johnson
Will Rogers
High School
Bella Vista
Del Campo
Encina
San Juan
5

5


2024-25 Fencing Implementation Plan
Del Campo High School
Mesa Verde High School
Lichen K-8
Kingswood K-8
Orangevale K-8
Sierra Oaks K-8
Cameron Ranch Elementary
Oakview Elementary
Howe Avenue
Schweitzer Elementary
Arlington Heights
6

6

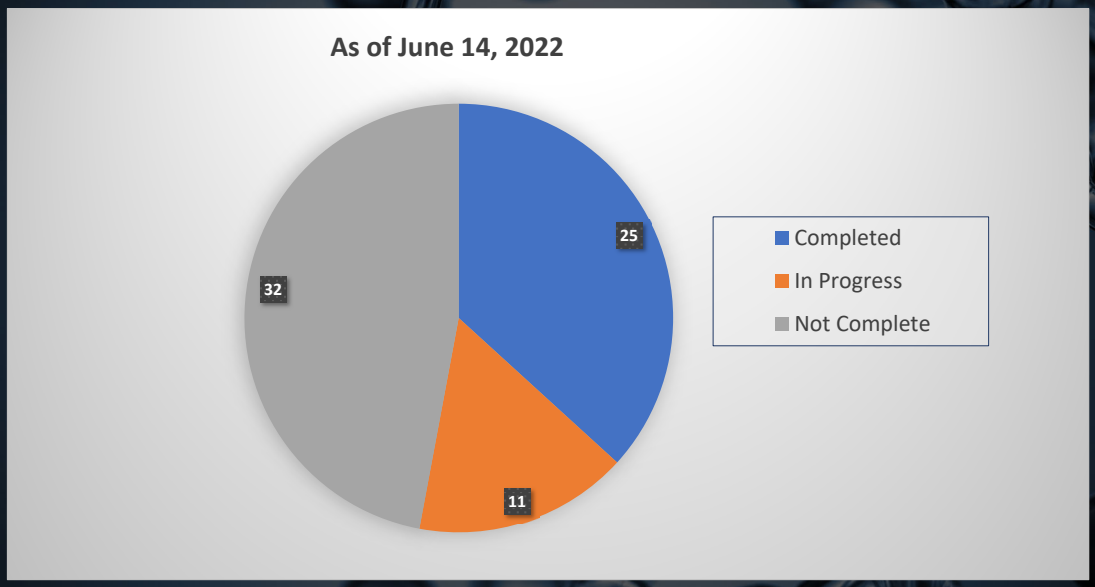
2025-26 Fencing Implementation Plan

- Deterding Elementary
- Will Rogers Middle School
- Carmichael Elementary
- Northridge K-8
- Pershing Elementary
- General Davie, Jr. Primary Center
- Laurel Ruff Center
- Whitney Elementary
- Carnegie Middle School
- Pasadena

7

7

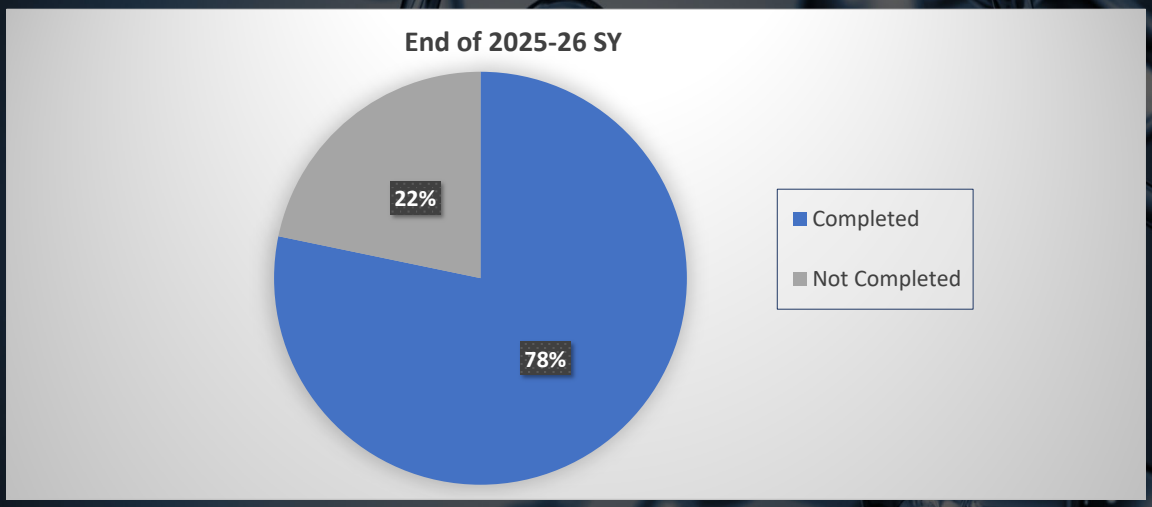
Fencing Completed Prior to June 14, 2022 (approval of Resolution No. 4023)



8

8

District Wide Fencing at end of 2025-26 School Year



9

9

Additional Safety Measures

- Purchase 5,000 door locking blocks
- Install door locking mechanisms for interior locking
- Install front office electronic access cameras and lock mechanisms
- Provide site based training
- CCTV capability analysis for future upgrades

10

10

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 04/25/2023

SUBJECT: Technology Services Update

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

DEPARTMENT: Technology Services

ACTION REQUESTED:
The superintendent is recommending that the board review the technology update.

RATIONALE/BACKGROUND:
The purpose of this report is to provide the board with an overview of all the different functions and projects within technology services. San Juan Unified's Technology Services is powered by 51 passionate professionals working in five teams.

As the COVID-19 pandemic has eased, our teams continue to serve our district. We have placed Chromebooks and Chrome Carts in almost every classroom, continue to deploy hot spots, and remain focused on helping students and employees with any technology requests or concerns.

The Networking and Applications Support team has been instrumental in several efforts this year including completing the wireless network upgrade, firewall upgrade, UPS battery upgrade and VOIP Mitel upgrade. The Student Information Support team has worked on the new scan manager deployment at seven high schools and one middle school and continues to certify on time for CALPADS and help sites with master schedule training. Our Help Desk and Desktop Support team handles the deployment, repair and troubleshooting of devices. This team also helps set up technology for different meetings and assists in the recording of the board meetings. The Business Systems Support team has kept the software powering our human resources, payroll and other business systems functioning with an update in the last year and working continuously on data mapping and translation for the upcoming migration of our financial and employee management system, all while processing payroll and accounts payable runs. The Applications and Architecture and Design team has created a new asset management information system and designed the summer school jobs application system.

The department also has several high-profile projects underway, including support for Smooth Start this fall, the roll-out of a new financial and employee system and updates to technology in the board room. In 2023/24 the department will also be developing a business continuity plan, creating an email retention policy and exploring the feasibility of a private LTE network that could possibly supply internet services for students and employees to use at home.

ATTACHMENT(S):
A: PowerPoint Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

FISCAL IMPACT:
Current Budget: $13,253,882
Additional Budget: $ N/A
Funding Source: Base, E-Rate and other restricted funds
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only [X] On-going [ ]

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

Strategic Plan: N/A

PREPARED BY: Peter Skibitzki, Senior Director, Technology Services

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

TECHNOLOGY SERVICES

San Juan Unified School District

Board of Education Technology Update

April 25, 2023

Peter Skibitzki

Sr. Director

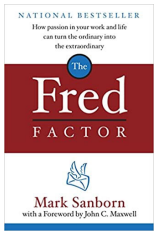
How Do We Do It, as Freds

THE MISSION: BE A FRED

THE FOUR PRINCIPLES

1. **Everyone Makes a Difference.**
   At the end of the day, what kind of difference did you make?
2. **Everything is Built on Relationships.**
   Go beyond simply interacting to build relationships.
3. **Continually Create Value for Others.**
   Replace money with imagination — outthink your competition rather than outspend them.
4. **Reinvent Yourself Regularly.**
   You wake up every morning with a blank slate. Make your business and your life anything you choose.

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Service Now

- Financial Information Systems: 1,100 Tickets / 177 accounts payable runs / 65 payroll runs
- Network: 9,599 tickets
- Student Information Systems (SIS): 9,150 Tickets / 2,637 calls received
- Desktop: 12,760 Tickets / 6,425 calls received

3

Networking & Application Support

Completed

- Upgraded wireless access points installed throughout the district
- Next generation firewall installed
- Voice over IP phone system upgraded to latest supported version

In Progress

- Uninterruptible Power Supply (UPS) units are being installed in all intermediate data frames throughout the district.
- Upgrading all servers operating systems
- Upgrading Windows computers to latest Windows 10 operating system

Planned

- Migrate to new Anti-Virus platform on all workstations
- Upgrade district network switches
- Deploy new server backup solution with ransomware protection and cloud offline storage



Joe Nogosek
Program Manager – Networking & Applications

4

Cyber Security

- Deployment of a secure guest wireless network
- MFA - Multi-Factor Authentication deployment.
- Quarterly spear-phishing campaigns
- Development of an end user cyber security knowledge assessment program.
- Upcoming roll out of an end-to-end email encryption platform



5

Student Information Systems

Completed

- Scan Manager application
- PowerSchool Enrollment
- PowerSchool Insights
- California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 and Fall 2 Submissions

In Progress

- Google Classroom Sync via Q Rollout
- Scan Manger Enhancements
- Enterprise Resource Planning (ERP) Data File Conversions and report re-writes

Planned

- End of School Year Close Out
- Summer School and New School Year Setup
- Master Schedule Training For Site Administrators

Laura Kenobbie
Program Manager - SIS



6

Desktop Support

Completed

- 20/21 and 21/22 Computer Replacement Program (CRP) – 615 devices deployed
- 2022 Smooth Start – 150 devices deployed
- Site orders / non-CRP - 885 MacOS, 380 iOS, 80 Apple TVs, 120 Win10
- Districtwide Chromebook inventory – 40,000 Chromebooks scanned
- Transition to Lenovo devices and Brother printers

In Progress

- 22/23 CRP deployment – 456 devices, due in April
- Site orders / non-CRP – 34 MacOS, 42 iOS, 14 Apple TVs
- Warehouse Chromebook cleanup and restorations – 2,200 G8s to prepare
- Districtwide printer IP project - Update IPs and Names

Planned

- SY 23/24 CRP Deployment – 545 Devices Projected
- 2023 Smooth Start – 200 Devices Projected
- Summer School Chromebook and Device Needs Pending



Esteban Ramirez
Coordinator – Technology Services

7

Business Systems Support

Completed

- Production Accounts Payable and Payroll Runs
- QSS server upgrades from 1.71.0 to 1.73.0
- QSS-to-Escape Data Mapping and Translation

In Progress

- Data Mapping and Translation from QSS to Escape
  - Fixed Assets and Accounts
  - General Ledger

Planned

- Upgrade QSS server from v1.73.0 to v1.74.0
- Data Mapping and Translation from QSS to Escape continues



Dave Kong
Coordinator, Business Systems Support

8

Special Projects

Completed

- Asset management information system - inventories and tracks district equipment
- Summer school jobs application – Automates the hiring process

In Progress

- IRIS COVID-19 portal – continue updating COVID-19 report tracking as required by Sacramento County and Cal/OSHA.
- Low incident equipment tracking - allows Special Ed staff to inventory and track equipment.
- Educational application onboarding system application – automates the education application/software selection and approval process.
- Fundraising information system allows users to request, track and approve fundraising requests

Planned

- Website approval request application
- Public Records Act (PRA) and email discovery application

Jeff Pham
Applications Architect



Enterprise Resource Planning System



Technology services is working with departments across the organization to implement a new Enterprise Resource Planning (ERP) software from Frontline Education. The system consists of a variety of modules that work together to provide a turnkey solution to meet needs of departments and programs across the districts.

- HR recruiting, hiring, and onboarding
- Fiscal Services - accounts payable, accounts receivable, payroll
- Employee benefits
- Absence management, time and attendance
- Professional learning and development, evaluations

Board Meeting Software and Audio-Visual Equipment Upgrades

GRANICUS



11



E-Rate

- Internet services
- Firewall appliances
- Wireless equipment & services
- Uninterruptible Power Supply (UPS) hardware

12



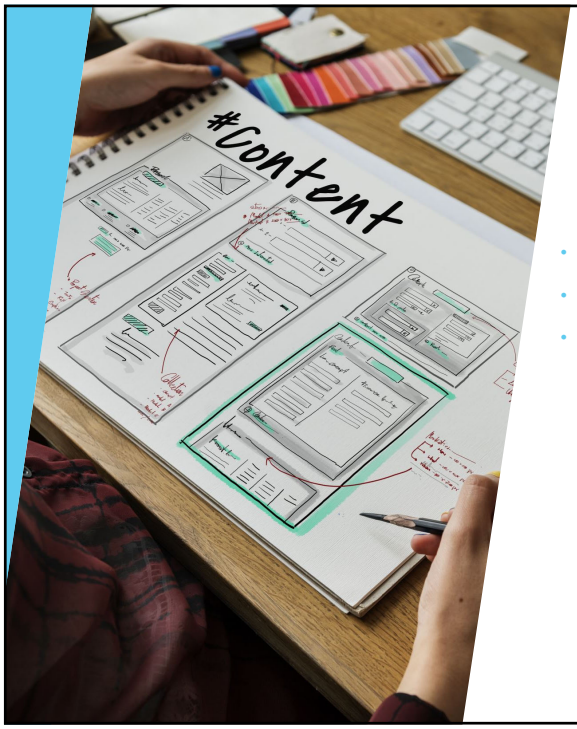
E-Rate

13



Interactive Panels

14



End of Year Planning

- Summer school planning
- Smooth Start
- Computer Replacement Program refresh

15

1:1 Technology at school sites



- Meeting the needs for access to technology, Phase 1:
  - Pilot to have a Chrome cart and class set of Chromebooks
  - Pilot for a student checkout program

16

Sports to E-Sports





17

Exploring Possibilities





18

Q & A

Thank you

19

Appendix A – Team Staffing

Administrative Team

- Senior Director
- Administrative Assistant II
- Department Secretary
- Intermediate Clerk Typist ** Half time

Student Information Support Team

- Program Manager
- Student Information Support Specialist (6)
- Database Administrators (3)

Business Systems Support

- Program Coordinator
- Senior Program Analyst (1)
- Financial Support Specialist (2)

Technology Support Team

- Program Coordinator
- Senior Technology Support Specialist (5)
- Technology Support Specialist II (12)
- Technology Support Specialist I (3)

Networking & Application Support Team

- Program Manager
- Network Support Specialist (4)
- Application Support Specialist (4)
- Telecommunication Support Specialist (2) **One vacancy

Enterprise Applications Team

- Applications Architect

Total Department FTE- 50.5

20

Appendix B - Devices Supported

- Servers
- Networking Equipment
- Windows Desktops
- Windows Laptops
- Apple Desktops
- Apple Laptops
- Document Camera's
- iPads
- Android Tablets
- Phones
- Cell Phones
- TV's
- Interactive Display Panels

21

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 04/25/2023

SUBJECT: Public Hearing: Katherine Johnson Middle School DTSC Preliminary Endangerment Assessment

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing to receive public comment on the Preliminary Endangerment Assessment (PEA) for Katherine Johnson Middle School Project No. 055-9512-P1.

RATIONALE/BACKGROUND:
The district has submitted the results of the PEA as a draft to the Department of Toxic Substance Control (DTSC) for review and approval. Upon comments from DTSC, a final PEA will be submitted. The PEA includes an assessment of whether hazardous materials are present, and if so, whether the materials are present at concentrations that will require cleanup before implementing the school construction project. Pursuant to DTSC requirements, the district is providing a 30-day public review and comment period for the draft PEA report starting on April 18, 2023. The purpose of this public hearing is to provide the public with a live opportunity to provide comments verbally or in writing to the board. All comments received in this process shall be forwarded to DTSC for consideration.

ATTACHMENT(S):
A: Draft PEA Report
B: Draft PEA Report Appendices (also available for reference at the Facilities office)

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

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

Strategic Plan: N/A

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

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

AECOM

DRAFT

DRAFT Preliminary Endangerment Assessment of Proposed Katherine Johnson Middle School, 2641 Kent Drive, Sacramento, California

San Juan Unified School District

Project Number: 60682851

April 17, 2023

Delivering a better world

Quality Information

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Revision History

Revision	Revision date	Details	Authorized	Name	Position
01		Draft		Matthew Gerken	Project Manager

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# Hard Copies	PDF Required	Association / Company Name
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		Lisa Holcomb & Jose Salcedo/DTSC

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Appendix A A-1 Limited Investigation Report by Atlas (April 2023)
A-2 Limited Investigation Report Addendum (April 2023)
Appendix B Notice of Work Letter dated April 5, 2023
Appendix C Geologic Map and Background Data Set

EXECUTIVE SUMMARY

AECOM Technical Services, Inc. (AECOM) conducted a Preliminary Environmental Assessment (PEA) of the Proposed Katherine Johnson Middle School located at 2641 Kent Drive in Sacramento, California (Subject Property) located north of El Camino Avenue and east of Fulton Avenue in the City of Sacramento, California (Figure 1). The PEA was conducted for the San Juan Unified School District (SJUSD). The California Department of Toxic Substances Control (DTSC) provided regulatory oversight for the PEA.

The subject property consists of one parcel of land that is designated as Assessor Parcel Number (APN) 268-029-000-10000, approximately 9.75-acres. The subject property was an active adult center built in 1953 as an elementary school. The school consisted of gymnasium/multi-purpose room with stage, front office, library/media center, kitchen, classrooms, restrooms, utility rooms, server room, electrical rooms, breezeways, grass field, large, fenced vegetable garden, baseball field, basketball courts, four mobile trailers, and asphalt parking lots. (Figure 2).

Historical documents indicate that the subject property has been developed since at least 1954 through present day as an elementary school, head-start program/pre-school, and adult learning center. The school added basketball courts, what appears to be tennis courts, baseball field, and parking lots between the 1950s until the 1970s. Prior to the 1950s the subject property was cleared fields that appear to be agricultural.

The PEA field investigation was performed in March and April 2023, by Atlas Technical Consultants (Atlas) and TEG-Northern California (TEG), a licensed C-57 drilling contractor under contract with Kitchell. Soil samples were collected from 49 locations and submitted to environmental laboratories for analysis of various chemicals of concern (COCs), such as metals like arsenic and lead, volatile organic compounds (VOCs), organochlorine pesticides (OCPs), and polychlorinated biphenyls (PCBs). Active soil-vapor samples were also collected at 5 ft below ground surface (ft. bgs) and 10 ft bgs from dual-nested soil vapor points at two locations (SV-1 to SV-2) and submitted to an environmental laboratory for analysis of VOCs. Elevated concentrations of COCs were detected in five soil and both soil vapor samples. After discussions with the SJUSD and DTSC, follow-up soil vapor sampling was performed on April 7, 2023. The follow-up sampling included three additional soil vapor locations with samples collected from 5 ft bgs and 10 ft bgs dual-nested soil vapor points at each location.

A human health screening level evaluation was conducted using the laboratory analytical results. The maximum detected concentrations in on-site soil were compared to residential soil screening levels established by DTSC, the San Francisco Bay Regional Water Quality Control Board (SFRWQCB), and the United States Environmental Protection Agency (USEPA). The maximum detected concentrations in soil-gas were multiplied by an assumed indoor-air attenuation factor of 0.03 and then compared to residential air screening levels.

The PEA findings are summarized as follows:

- Arsenic was detected in all discrete soil samples that were analyzed (Table 1). The maximum detected arsenic concentration in discrete soil samples was 5.0 milligrams

per kilogram (mg/kg), which is significantly below background levels (Section 7.4.4). Elevated arsenic concentrations were limited to the native soil on cleared grassy fields to the north and west of the school structures. (Figure 2). A background data set was compiled from Arden Middle School and Katherine Johnson Middle School data sets to establish a general background arsenic concentration from the 95% Upper Tolerance Limit (UTL) to establish the Upper Threshold Value (UTV) of 6.2 mg/kg. All samples were below the UTV of 6.2 mg/kg.

- Lead was detected in all discrete soil samples that were analyzed (Table 1). The maximum detected lead concentration was 27 mg/kg, (Section 7.4.4). All lead detections were below the residential screening level (SL) of 80 mg/kg.
- A PCB compound identified as PCB-1260 was detected at concentrations of 0.0027 J[1] mg/kg at KJMS-3, 0.0023 J mg/kg at KJMS-6, and 0.0086 J mg/kg at KJMS-11. These surface soil samples were collected near the southernmost classrooms and office buildings. The detected concentrations are well below the residential screening level of 0.24 mg/kg. No other PCBs were not detected in any other soil samples.
- Several OCPs were detected in one soil sample (KJMS-OP4) and its duplicate (Table 2). The following OCPs were detected: 4,4-DDD at a concentration of 0.00035 J mg/kg, 4,4,-DDE at a concentration of 0.0052 mg/kg, and 4,4-DDT at a concentration of 0.0082 mg/kg. All concentrations are well below their respective residential SLs of 1.9 mg/kg, 2.0 mg/kg, and 1.9 mg/kg.
- Various VOCs were detected in the active soil-gas samples (Table 5), including benzene and tetrachloroethene (PCE). Benzene was detected in four out of five soil vapor samples. At 5 ft bgs, benzene concentrations ranged from 4.1 microgram per cubic meter (µg/m³) to 14 µg/m³. At 10 ft bgs, benzene concentrations ranged from 3.9 µg/m³ to 11 µg/m³. These detections exceed the residential SLs of 0.097 µg/m³ and the commercial SL of 0.42 µg/m³. Tetrachloroethene was detected in one soil vapor sample (SV-1d) from 10 ft bgs at a concentration of 19 µg/m³, which exceeds the residential SL of 0.46 µg/m³. No other VOCs detections exceeded the residential SLs.
- Two surface soil samples were collected at 0.5 ft bgs near the shed. Neither soil sample had detections of VOCs.
- A human health screening evaluation was performed in accordance with PEA guidance. For COCs detected in soil, the cumulative calculated excess cancer risk was 3.0E-04, which is less than 1.0E-06 and is therefore considered acceptable. The calculated hazard index is 18, which is greater than 1.0 and is therefore considered unacceptable. Using an assumed indoor-air attenuation factor of 0.03, the total cumulative calculated excess cancer risk for all COCs detected in soil gas at 5-ft bgs was $1.4x10^{-04}$, and at 10 ft bgs was $1.1x10^{-04}$. The calculated hazard index for air was 4.5 based on COC detections in soil-gas at 5-ft bgs and was 3.5 based on COC detections in soil-gas at 10-ft bgs Anticipated indoor air concentration was calculated by taking the maximum detected soil vapor concentration of 8.8 µg/m³ and multiplying it by the attenuation factor of 0.03. When calculated (8.8 x 0.03 = 0.264), the resulting

[1] The J Laboratory flag. Result is less than the RL but greater than or equal to the MDL and the concentration is an estimated value

converted detection exceeds the residential SL for indoor air, cancer endpoint of 0.097 µg/m³. The attenuation factor of 0.03 is consistent DTSC's Supplemental Guidance: Screening and Evaluating Vapor Intrusion (2022, DTSC) and is considered conservative for two primary reasons: (a) large modern classroom buildings to be designed and constructed according to the strict standards required of publicly funded schools in California are expected to have lower attenuation factors than the residential buildings on which the assumed attenuation factor of 0.03 was primarily based, and (b) substantial bioattenuation of petroleum vapors is expected in the upper 5 ft of soil.

Based on these findings, AECOM recommends that DTSC approve this PEA Report with a determination that further action is needed before school occupancy occurs. The further action should include preparation of a Supplemental Site Investigation (SSI) to address the impacted soil vapor near proposed school buildings.

1 INTRODUCTION

This report presents the methods and results of a Preliminary Endangerment Assessment (PEA) of the Proposed Katherine Johnson Middle School at 2641 Kent Drive in Sacramento, California (Figure 1). The PEA was conducted by AECOM Technical Services, Inc. (AECOM) for the San Juan Unified School District (SJUSD). The SJUSD entered an Environmental Oversight Agreement (EOA) with the California Environmental Protection Agency (Cal/EPA), Department of Toxic Substances Control (DTSC) signed on September 8, 2022. In accordance with the EOA, DTSC provided regulatory oversight for the PEA, which was conducted to fulfill the requirements of California Education Code section 17213.1.

SJUSD is building a new school campus on the Subject Property. The school will contain up to approximately 28 classrooms and 650 students at full capacity with a completion date of August 2024. Water and sewer services for the school will be provided by the municipal systems of the City of Sacramento Utilities Department.

This report was prepared in accordance with DTSC guidelines, as detailed in the PEA Guidance Manual [DTSC, 2015] and supplemental written guidelines for conducting PEAs of planned K-12 school Subject Properties. Project-specific direction was provided by the DTSC project manager, Ms. Lisa Holcomb, in the Sacramento office. The PEA was conducted in accordance with the PEA Workplan for the Subject Property [AECOM, 2023].

The limited investigative sampling information, sampling, implementation, and data has been furnished to AECOM by SJUSD and was conducted by a third party (Atlas), which AECOM has used in preparing this report. AECOM has relied on this information as furnished and is neither responsible for nor has confirmed the accuracy of this information.

This report is organized as follows:

- The Executive Summary briefly presents the PEA methods and results.
- Section 1.0 presents an introduction to the project.
- Section 2.0 presents the objective and scope of the project.
- Section 3.0 presents the Subject Property location and description.
- Section 4.0 presents background information regarding the Subject Property.
- Section 5.0 presents the environmental setting of the Subject Property.
- Section 6.0 presents the potential problem addressed by this PEA.
- Section 7.0 presents the sampling activities and results.
- Section 8.0 presents the human health screening evaluation.
- Section 9.0 presents public participation information.
- Section 10.0 presents project quality assurance/quality control (QA/QC) information.
- Section 11.0 describes health and safety plan implementation.
- Section 12.0 describes variances from the approved PEA Workplan.
- Section 13.0 presents conclusions and recommendations.
- Section 14.0 presents limitations of this report.
- Section 15.0 presents relevant references.
- Tables, figures, and appendices are presented after Section 15.0.

2 OBJECTIVE AND SCOPE

The objective of the PEA was to evaluate whether current or past hazardous material management practices at the Subject Property have resulted in a release or releases of hazardous materials that pose a threat to public health or the environment. To meet this objective, the PEA included the following scope of work:

- Evaluating available information for indications of the past use, storage, disposal, or release of hazardous wastes/substances at the Subject Property.
- Preparing the PEA Workplan that summarized existing Subject Property data and presented a proposed field sampling plan, quality assurance plan, and health and safety plan.
- Evaluating through a field sampling and analysis program the nature and general extent of hazardous materials present in environmental media at the Subject Property.
- Estimating the potential threat to public health posed by hazardous materials at the Subject Property using a residential land-use scenario.
- Preparing this report summarizing the rationale, methods, and findings of the investigation.

3 SUBJECT PROPERTY LOCATION AND DESCRIPTION

The subject property is located at 2641 Kent Drive, north of El Camino Avenue and west of Fulton Avenue in the City of Sacramento, California (Figure 1). The approximately 9.75-acre Subject Property consists of the entirety of the parcel, Assessor Parcel Number: 268-029-000-10000. The assessor's maps are provided in Appendix A. The parcel is owned by the San Juan Unified School District.

The Subject Property was developed with six buildings, four mobile trailer classrooms, one restroom building, and a storage shed. The school consisted of a main office, multi-purpose gymnasium/cafeteria/stage, kitchen, hallways, classrooms, utility closets, server room, storage rooms, custodian office/mechanical room, two storage sheds, covered walkways, grass fields, basketball courts, large vegetable garden, and asphalt-paved parking lots. (Figure 2).

Land use adjacent to the Subject Property consists of residential development to the north, west, south, and east. The Town and Country Pre-school and Daycare is adjacent to the subject property on the southwest corner. Commercial development is located further east and south of the subject property along Fulton Avenue and El Camino Avenue. The Chicken Ranch Slough runs along the northern property boundary.

4 BACKGROUND INFORMATION

This section presents a summary of background information for the Subject Property. Additional information was provided in the AECOM Phase I Environmental Site Assessment (ESA) (AECOM, 2022) and PEA Workplan [AECOM, 2023]. The Subject Property consists of one parcel of land, designated as Assessor's Parcel Number 268-0290-001. The Site is generally surrounded to the north, west, east, and south by residential development. Town and Country Preschool and Child Daycare (2550 Belport Lane), adjoining the southwestern corner of the Site, and Chicken Ranch Slough, adjoining the northern Site boundary, are two sensitive receptors. No other sensitive receptors (i.e., day care centers, schools, hospitals) are located adjacent to the Site. Beyond the neighboring residential properties, the area is developed for commercial use further east and south along Fulton Avenue and El Camino Avenue.

The Subject Property was most recently utilized as the Creekside Adult Center, assisting individuals with various needs, such as obtaining their Graduate Equivalency Degree, learning English as a second language, or career development courses. The Subject Property has been developed since at least 1953 through present day as an elementary school, head-start program/pre-school, and adult education center.

A Sacramento Municipal Utility District (SMUD) pad-mounted transformer and electrical switch box were located south of the mechanical room within a fenced exterior area. The transformer was not marked as to whether it contains PCBs or non-PCBs material. No signs of spills or releases were observed under or around the transformer during the August 2022 ESA Site visit.

A storage shed was located on the southeastern corner of the southeastern parking lot. The shed housed empty shelving, furniture, and miscellaneous items. Historically, the shed may have also stored chemicals for cleaning (solvents), maintenance (oils and fluids), lawn care (gasoline), and other school-related activities.

During AECOM's ESA Site visit, no visual evidence of aboveground storage tanks or underground storage tanks (USTs), (i.e., vent pipes, fill ports, or piping), irrigation or potable water wells, monitoring wells, dry wells, clarifiers, or septic systems was observed. In addition, no evidence of discolored soil, standing surface water, stressed vegetation, or unusual odors was observed during the ESA Site visit.

During AECOM's ESA, the Site was identified in the Environmental Database Resources (EDR) environmental database report as Creekside Adult Center. The Site is listed in the Hazardous Waste Tracking System with Environmental Protection Agency (EPA) Identification Number CAL000033748, issued in 1990 then listed as inactive in 1995. In 2007, the Site generated one 55-gallon drum of nonfriable asbestos mastic and disposed off site at an appropriate facility. No other records were noted in the EDR database report.

During AECOM's historical review for the ESA, a number of surrounding sites were identified in the EDR database report. The majority of these sites were listed for compliance or administrative issues in various databases, closed dry cleaners, or closed Leaking UST cases. AECOM noted Bates Cleaners, formerly located at 3007 El Camino Avenue, approximately 559 ft to the south of

the Site. Bates Cleaners operated as a dry cleaner in 1965, but no information was available in the EnviroStor database or the State Water Resources Control Board's (SWRCB's) online GeoTracker database. Based on the limited information and topographically cross-gradient location of this historical dry cleaner facility, it presents a recognized environmental condition (REC) and off-site gas encroachment condition in connection with the Site. AECOM's ESA did not identify any other recognized environmental conditions (RECs).

5 ENVIRONMENTAL SETTING

This section summarizes available information on the topography, geology, hydrology, and climatology of the Subject Property and vicinity.

5.1 Topography

According to the United States Geological Survey (USGS) topographic map of the subject property area (Rio Linda, Carmichael, Citrus Heights, and Sacramento East CA quadrangles) and a review of Geocheck Physical Setting in the EDR report, the elevation of the subject property is approximately 59 ft above mean sea level (msl). Based on a review of these technical resources and AECOM's site visit, the subject property appears to be generally flat with a slight downward slope toward the west/southwest.

5.2 Geology

The Subject Property lies within the northeastern part of the Great Valley Geomorphic Province of California. The valley is approximately 400 miles long and averages 50 miles wide. The valley has been filled with a thick sequence of marine and nonmarine sediments dating from the late Jurassic to the Holocene periods. The uppermost strata of the Great Valley represent, for the most part, the alluvial, flood, and delta plains of two major rivers (Sacramento and San Joaquin Rivers) and their tributaries.

The Subject Property is located in the Sacramento Valley, bounded to the north by the Northern Sacramento-Valley and bounded to the south by the San Joaquin Valley.

The Subject Property is located within the South American groundwater Subbasin. This subbasin comprises the following types of sediments (California Groundwater Bulletin 118):

- Flood plain deposits comprising silt and clay interbedded with sands from Sacramento River;
- Younger alluvium comprising silt, fine- to medium-grained sand, and gravel occurring along Sacramento River; and
- Older alluvium sediments comprising loosely to moderately compacted sand, silt, and gravel deposited in alluvial fans during the Pliocene and Pleistocene.

USEPA's Map of Radon Zones assigns each county in the United States to one of three zones based on radon potential, with Zone 1 having the highest potential and Zone 3 the lowest (http://www.epa.gov/radon/zonemap.html). Sacramento County is mapped in Zone 3. Counties in Zone 3 are predicted to have average indoor radon screening levels of less than 2 picoCuries per liter. The California Department of Public Health has not posted a special report on radon for Sacramento County on its website for the Subject Property.

(http://www.cdph.ca.gov/HealthInfo/environhealth/Pages/RadoninCalifornia.aspx)

DTSC does not require further radon evaluation for proposed school Subject Property unless they are located within USEPA Zone 1 or within an area identified as significant for radon potential

based on other local or regional information. Based on the available information summarized above, radon is not considered a concern for the Subject Property.

5.3 Hydrology

The Subject Property lies in the South American Subbasin is bounded on the east Sierra Nevada, on the west by the Sacramento River, on the north by the American River, and on the south by the Cosumnes and Mokelumne Rivers. These perennial rivers generally create a groundwater divide in the shallow subsurface. It is clear that there is interaction between groundwater of adjacent subbasins at greater depths. The present-day drainage system outfalls to the American River.

According to information provided by the California State Water Resources Control Board (SWRCB) online GeoTracker database, depth to groundwater measured at the Chevron No. 9-8966 site located at 2500 Fulton Avenue, approximately 1,560 ft to the southwest of the subject property, was measured at depths of approximately 94 to 96 ft below ground surface (bgs) in 2009 and the groundwater flow direction was calculated as southwest. It should be noted that the actual depth and flow direction of groundwater beneath the subject property cannot be determined without site-specific groundwater monitoring well data.

5.4 Climatology

The climate at the Subject Property is characterized by mild winters and hot, dry summers. Winter low temperatures at the Subject Property are occasionally below 40° Fahrenheit, and summer high temperatures often exceed 100° Fahrenheit. Prevailing winds are typically from the northwest. Average annual precipitation ranges from about 14 inches along the western boundary to greater than 20 inches along the eastern boundary; (California Groundwater Bulletin 118). Evaporation amounts in the region significantly exceed precipitation amounts over the course of a typical year.

6 POTENTIAL SOURCES OF CONTAMINATION

Locations of the current and former structures are shown on Figures 2. The six existing structures were constructed between the 1950s and 1970s. Approximately the entire parcel of 9.75 acres was an agricultural until the 1950s.

Potential sources of hazardous materials contamination for the Subject Property includes the following:

- Application of pesticides to cropland, including arsenic, lead, and organochlorine pesticides (OCPs).
- Lead from lead-based paint potentially used on current or former structures constructed prior to the early 1990s when it was no longer permitted for lead-based paint to be used on industrial/commercial buildings.
- Termiticides potentially used near structures constructed prior to 1989.
- Polychlorinated biphenyls (PCBs) potentially used in window caulking in on-Subject Property structures constructed prior to 1979.
- PCBs potentially used in electrical transformers installed prior to 1979.
- Hazardous materials that may have been used at a former dry-cleaning shop (located at 3007 El Camino Avenue, approximately 559 ft south of the Subject Property) and operated in 1965.

7 SAMPLING ACTIVITIES AND RESULTS

The subsections below describe the PEA field sampling activities and results completed by a third-party environmental consultant, Atlas Technical Consultants (Atlas). The services of Atlas were contracted by Kitchell. Section 7.1 provides a summary of the sampling activities. Section 7.2 describes clearance for underground utilities prior to the subsurface investigation. Section 7.3 provides details on the sampling rationale and methodology. Section 7.4 discusses the results of the PEA.

The limited investigation sampling procedures, implementation, and data have been furnished to AECOM by SJUSD and was conducted by a third party(Atlas), which AECOM has used in preparing this report. AECOM has relied on this information as furnished and is neither responsible for nor has confirmed the accuracy of this information.

7.1 Summary of Activities

The PEA field sampling was performed on March 13 -16 and April 7, 2023. Soil and soil-gas samples were collected from areas of concern and analyzed for COCs. Groundwater was not sampled or analyzed for this PEA. The complete Atlas Limited Investigation Report for Katherine Middle School, 2641 Kent Drive in Sacramento, California is attached in Appendix A.

The sampling was conducted in accordance with the PEA Workplan. Summaries of the analyses of discrete, composite samples on the Subject Property, are presented in the Atlas Report: Table 1 – Lead and Arsenic in Soil, Table 2 – Organochlorine Pesticides in Soil, Table 3 – Polychlorinated Biphenyls in Soil, Table 4 – Volatile Organic Compounds in Soil and Table 5 – Summary of Soil Vapor Sample Analytical Results. These tables are included in *"Limited Investigation Report and Addendum"* by Atlas and attached as Appendix A.

Elevated concentrations of COCs were detected in some of the original soil samples. After discussions with SJUSD and DTSC, follow-up soil gas sampling was performed in on April 7, 2023, discussed further in Section 7.3.1.

AECOM's ESA (2022) also included review of previously prepared environmental reports in connection with the Subject Property. The Entek Consulting Group Inc. (Entek) Hazardous Materials Survey Final Report (Entek 2022) identified asbestos-containing materials and lead-based paint within the Site structures. Entek also supplied requirements for the containment and disposal of these hazardous materials during any proposed demolition activities.

7.2 Boring Clearance

It is AECOM's understanding, at least 48 hours prior to commencement of subsurface investigations, Underground Services Alert (USA) was notified of the intent to conduct such investigations at the Subject Property by Atlas. Proposed locations of subsurface investigation were marked with white paint or surveyors flagging as required by USA. USA contacted utility owners of record within the Subject Property vicinity and notified them of the intention to conduct subsurface investigations in proximity to buried utilities. Utility owners of record, or their

designated agents, were expected to clearly mark the position of their utilities on the ground surface throughout the area designated for investigation.

7.3 Sampling and Analysis

The following subsections describe soil sampling and analysis performed for the PEA by Atlas. Subsection 7.3.1 discusses sampling locations and rationale. Detailed sampling protocols for soil and soil-gas sampling are presented below in separate subsections.

7.1.1 Sampling Locations and Rationale

Soil and soil-gas samples were collected to assess the areas of concern described in Phase I ESA conducted by AECOM (2022). Locations and rationale are described below.

Sample locations on the Subject Property comprised the following:

- Ten surface soil sample locations (KJMS-OP1 – KJMS-OP5, plus duplicate (KJMS OP Dup for OCPs) and (KJMS-AR1 – KJMS-AR5, plus one duplicate KJMS-AR Dup for arsenic) addressed the former agricultural area in the northern and west portions of the Subject Property (Figure 2, Tables 1 and 2) to assess for arsenic and OCP impacts. At each of these locations, a surface soil sample was collected from 0 to 6 inches bgs The OCPs samples were composited at a 4:1 ratio and arsenic samples were collected as discrete samples.
- Twenty-nine surface soil sample locations (KJMS-1 – KJMS-29, plus three duplicates KJMS-Dup#1, #2, & #3) were collected from each side of each existing structure, within 2 ft of each wall, surface soil samples were collected to assess for lead and PCBs impacts (Figures 2, Tables 1 and 3). The surface soil samples were collected from 0.0 to 0.6 ft bgs Due to wet conditions, sample locations KJMS-25 through KJMS-29 were newly covered with up to 18 inches of clean road base material to allow construction vehicles to transverse the Subject Property. At these locations, the road base material was removed and the samples were collected from the native soil at 0 to 6 inches bgs
- Two soil samples were collected for VOCs analysis on each side of a shed located on the southeast corner of the Subject Property that was used to house lawn mowers, landscaping equipment, and small containers of gas and oil. These sample locations (Shed-1 and Shed-2) were collected from 0 to 6 inches bgs on the west and east side of the shed.
- Four soil sample locations (KJMS-T1 through KJMS-T4) were placed underneath each side of the electrical transformer pad to assess for PCB impacts (Figure 2, Table 3). At each of these locations, a surface soil sample was collected from 0 to 6 inches bgs and a subsurface soil sample was collected at 1.5 ft bgs
- Two sets (dual nested at 5 and 10 ft bgs) temporary active soil gas sampling locations (SV-1s, SV-1d, SV-2s, and SV-2d) were placed near the southeast boundary of the Subject Property to assess for possible impacts from the nearby former dry cleaner (Figure 2, Table 5). At each of the four sampling locations, active soil gas samples were collected at approximately 5 and 10 ft bgs The samples were analyzed for volatile organic compounds (VOCs). Elevated concentrations of COCs were detected

in some of the original soil gas samples (Figures 2, Table 5), including elevated levels of tetrachloroethene (PCE) and benzene.

After discussions with SJUSD and DTSC, follow-up soil gas sampling was performed to assess the lateral and vertical extents of soil containing elevated COC concentrations (Figures 2, Table 5). Three additional soil gas locations (KJMS-SV-3s, KJMS-SV3d, KJMS-SV4s, KJMS-SV4d, KJMS-SV5s, and KJMS-SV5d) were installed to the north of the first two sampling locations at 5 and 10 ft bgs to further delineate the lateral extent of the impact towards the proposed new school building locations. At each of the six sampling locations, active soil gas samples were collected at approximately 5 and 10 ft bgs The samples were analyzed for VOCs. This information is in the *"Limited Investigation Report Addendum"* by Atlas. This report is attached in Appendix A.

- "Blind" field duplicate soil samples were collected and analyzed at a minimum rate of 10% of the total number of primary samples (Tables 1 to 5). The field duplicate samples were given unique names that did not indicate to the laboratory that they were duplicate samples.

7.1.2 Discrete Soil Sample Collection Procedures

Soil and Soil Gas sample collection procedures are described in the attached *"Limited Investigation Report and Addendum"* by Atlas and is attached in Appendix A.

7.1.2.1 Decontamination

All non-disposable equipment that came into contact with potentially contaminated soil was decontaminated to assure the quality of samples collected. Such equipment included the hand auger, drive sampler, and equipment used to loosen surface soil for sampling. Disposable equipment intended for one-time use was not decontaminated but was packaged for appropriate disposal. Decontamination included a detergent/water wash followed by double rinsing in clean water. Decontamination occurred before and after each use of a piece of equipment. Since there was no contact with apparently grossly contaminated material, water generated during equipment decontamination was spread on the ground at the Subject Property.

7.1.2.2 Collection of Background Soil Samples

No background soil samples were collected for the PEA. As set forth in the PEA Workplan the analytical results for arsenic on the Subject Property soil samples were compared to a background data set from a nearby previous school-site PEA project. The school site known as the Arden Middle School (DTSC Subject Property Code 104836) is located at 1640 Watt Avenue in Sacramento, California, approximately 1.5 miles south/southeast of the Subject Property in a similar geologic/soil setting. Discussion of the background data set is provided in Section 7.4.4.

7.1.3 Active Soil-Gas Sampling

A total of five dual-nested temporary soil gas probes were installed by TEG-Northern California (TEG), a third-party contractor under contract with SJUSD. The installation information is attached in the *"Limited Investigation Report and Addendum"* by Atlas and is included in Appendix A.

7.1.4 Field Documentation and Sample Handling Procedures

During field activities, field reports were used to document where, when, how, and from whom any vital project information was obtained. Field report entries were complete and accurate enough to permit reconstruction of field activities. Each page was dated and the time of entry noted. All entries were legible, written in black ink, and signed by the individual making the entries. If an error was made, corrections were made by crossing a line through the error and entering the correct information. Corrections were dated and initialed. No entries were obliterated or rendered unreadable. At a minimum, the following items were recorded in the field reports:

- Subject Property name and address.
- Recorder's name.
- Team members and their responsibilities.
- Time of Subject Property arrival/entry on Subject Property and time of Subject Property departure.
- Other personnel on-Subject Property.
- A summary of any on-Subject Property meetings.
- Health and safety monitoring data.
- Deviations from sampling plans and Subject Property safety plans.
- Changes in personnel and responsibilities as well as reasons for the changes.
- Levels of safety protection.
- Calibration readings for any equipment used and equipment model and serial number.

COC records were used to document sample collection and shipment to the laboratory for analysis. All sample shipments for analyses were accompanied by a COC record. The COC record identified the contents of each shipment and maintained the custodial integrity of the samples. Generally, a sample is considered to be in someone's custody if it is either in someone's physical possession, in their view, locked up, or kept in a secured area that is restricted to authorized personnel. Until receipt by the laboratory, the custody of the samples was the responsibility of the sample collector.

These records are attached in the *"Limited Investigation Report and Addendum"* by Atlas in Appendix A.

7.1.5 Analytical Procedures

Analytical services for soil, soil-gas, and water samples were provided by one or more laboratories that are accredited under the California Department of Health Services, Environmental Laboratory Accreditation Program (ELAP). Pace Analytical Environmental Sciences of Bakersfield, California analyzed the soil samples for PCBs by EPA Method 8082, lead and arsenic by EPA Method 6010B with Total Concentrations (TTLC), OPCs by EPA Method 8081A, and VOCs by EPA Method 8260D. H&P Mobile Geochemistry Inc. of Carlsbad, California analyzed the soil-gas samples were analyzed for TO-15, and for leak check compound 1.1-DFA (difluoroethane). The laboratories were instructed to report estimated values, i.e., between the method detection limit and reporting limit, with a "J" qualifier. The laboratory results are included in the *"Limited Investigation Report and Addendum"* by Atlas attached in Appendix A.

7.4 DISCUSSION OF RESULTS

Results of the PEA are discussed in the subsections below. Appendix A contains the laboratory reports.

7.4.1 Analytical Results for Soil Samples

A summary of the chemicals detected in soil, including the maximum concentrations detected on-the Subject Property, is presented in Tables 1-4 of the attached *"Limited Investigation Report and Addendum"* by Atlas included in Appendix A.

Some of the soil samples contained chemicals of concern (COCs) at concentrations exceeding their respective DTSC residential screening levels set forth in Human Health Risk Assessment (HHRA) Note Number 3, June 2020 (revised May 2022), DTSC-Modified Screening Levels for Residential Land Use [DTSC, June 2020 (revised May 2022)] and US EPA Regional Screening Levels for residential soils reflecting the lower of the carcinogenic or noncarcinogenic endpoints (US EPA, May 2021). The original surface soil samples with COC concentrations exceeding the screening levels are reported in Tables 1-4 of the attached *"Limited Investigation Report and Addendum"* by Atlas in Appendix A.

Based on laboratory analysis of the soil samples collected in March 2023, lead, OCPs, PCBs, and VOCs were not detected in any soil samples collected during this investigation at concentrations exceeding the DTSC and US EPA Screening Levels.

Arsenic was detected in all discrete soil samples that were analyzed (Table 1) with concentrations ranging from 2.6 mg/kg to 5.0 mg/kg, which exceeds the HHRA Note 3 SL of 0.11 mg/kg and US EPA RSLs of 0.68 mg/kg.

Lead was detected in all discrete soil samples that were analyzed (Table 1) with concentrations ranging from 3.6 mg/kg to 27 mg/kg. The maximum detected lead concentration in discrete soil samples was 27 mg/kg. Lead concentrations did not exceed the HHRA Note 3 SL of 80 mg/kg and US EPA RSLs of 400 mg/kg for residential soils.

Lead and several OCPs were detected in several of the soil samples that were analyzed (Table 1 and 2). All detections were at concentrations well below the respective residential screening

levels. The 95-percent upper confidence limit of the mean (95%-UCL) concentrations was calculated using ProUCL version 5.1 (attached Work Sheet) for lead which resulted in 95% UCL is 10.05 mg/kg. These calculations are presented in the attached tables (Tables 8, 9, & 10). The 95%-UCL concentrations are all below the respective residential screening level of 80 mg/kg.

Based on the results summarized above, it appears that surficial soils meet the requirements for use as a school property.

7.4.2 Analytical Results for Soil-Gas Samples

The laboratory analytical results for active soil-gas samples are summarized in Table 5 *"Limited Investigation Report and Addendum"* by Atlas included in Appendix A. Several VOCs, including benzene and tetrachloroethene (PCE), were detected in the soil-gas samples. Detected concentrations in March 2023 and April 2023 were relatively similar. Benzene was detected in all five sampling locations (Figure 2), which is near the southeast parking lot. PCE was detected at locations SV-1d & SV2d at 10 ft bgs These results were included in the human health screening evaluation discussed in Section 8.0.

The leak-test compound, 1,1-DFA, was not detected in any of the soil gas samples. The soil-gas sampling guidance allows the leak-test compound to be detected at up to 5 percent of the concentration inside the shroud [DTSC, 2023]. See the attached *"Limited Investigation Report and Addendum"* by Atlas included in Appendix A.

7.4.3 Analytical Results for Background Soil Samples

As stated in Section 7.3.2.2, no background soil samples were collected for the PEA. As proposed in the PEA Workplan, the analytical results for arsenic in the Subject Property soil samples were compared to a background data set from a nearby previous school-Subject Property PEA project. The previous PEA was for a school Subject Property known as Arden Middle School (DTSC Subject Property Code 104836) located at 1640 Watt Avenue in Sacramento, California, which is approximately 1.5 miles south/southeast of the current Subject Property in a similar geologic/soil setting as the current Subject Property. The geology of these two Subject Properties has been compared by AECOM. Both Subject Properties are geologically mapped as being in the same area of unconsolidated deposits of Quaternary older alluvium [Page & LeBlanc, 1969]. A geologic map showing the locations of the current "Subject Property" and the previous "Arden Middle School Subject Property" is provided in Appendix C. Geomorphically, both Subject Properties lie within the compound alluvial fan of intermittent streams north of the Sacramento and American Rivers. According to the U.S. Department of Agriculture, Natural Resources Conservation Service (http://websoilsurvey.nrcs.usda.gov), soils at both school sites are younger alluvium comprising silt, fine- to medium-grained sand, and gravel occurring along Sacramento River; and older alluvium sediments comprising loosely to moderately compacted sand, silt, and gravel deposited in alluvial fans during the Pliocene and Pleistocene. Based on these considerations, the school sites are considered to have similar geologic/soil settings. The background data set consisted of 12 samples from Arden Middle School and 5 samples from Katherine Johnson Middle School and where summed for a mean of 3.759 mg/kg, with a standard deviation of 0.974, and a Background Threshold Value (BTV) was established at 6.179 mg/kg from the data, which is provided in (Table 11) and in attached (Appendix C).

8 HUMAN HEALTH SCREENING EVALUATION

The subsections below present the methodology and results of the human health screening evaluation.

The PEA screening evaluation for human health effects consisted of three steps:

1) Identifying potentially complete exposure pathways based on the conceptual Subject Property model (CSM);
2) Identifying COCs; and
3) Estimating COC exposures or doses and comparing the dose to health-based levels developed by USEPA and Cal/EPA; in compliance with the PEA Guidance Manual [DTSC, 2015], a residential land-use scenario was used to estimate human health risks at the Subject Property.

Exposure to chemicals can only occur if there is a complete pathway by which chemicals on Subject Property soil, water, or air can be contacted by humans. Therefore, the evaluation of exposure pathways is the first step in the human health screening evaluation. Potential dose and risk are then calculated based on an evaluation of potential exposure concentrations of the COCs, the chronic daily intake or dose for the hypothetical residential adult and child receptors, and the estimated health risks based on the toxicity values of each COC as discussed below in Section 8.4. The findings of the human health screening evaluation are summarized in the risk characterization summary. The uncertainty section presents factors in the risk assessment that may have resulted in an overestimation or underestimation of risk in this screening evaluation and is provided for assistance in the risk management decision-making process.

8.1 Exposure Pathways and Media Of Concern

The subsections below present the exposure pathways and media of concern.

8.1.1 Conceptual Subject Property Model

The CSM, included as Figure 5, provides a description of the links between potential contaminant sources and release mechanisms at the Subject Property and exposure point media (soil, groundwater, air, etc.), potential exposure routes (ingestion, inhalation, dermal contact, etc.), and potential receptors. The receptors identified in the CSM include future construction workers and school students and staff. However, as discussed above and in accordance with DTSC, 2015, a residential land-use scenario is used for evaluating potential health effects to receptors. The residential land-use scenario is used in the screening evaluation because it is intended to provide a more stringent or health-conservative preliminary evaluation of potential health risks for any human receptors.

8.1.2 Soil Exposure Pathways

Chemicals detected in soil at the Subject Property comprise lead, arsenic, PCBs, and OCPs (Tables 1 to 4). The potential exists for humans to contact these chemicals through direct dermal

contact with the soil, incidental soil ingestion, and, as discussed below, inhalation of airborne particulate matter. For the purposes of the PEA, these pathways were considered complete and evaluated in the human health screening evaluation.

8.1.3 Water Exposure Pathways

Groundwater samples were not collected for this PEA. The water supply for the school will be obtained from the City of Sacramento municipal system. Surface water is not present at the Subject Property. Therefore, a water exposure pathway was not evaluated for the human health screening evaluation.

8.1.4 Air Exposure Pathways

Exposure to chemicals present in soil may occur through inhalation of airborne particulates to which chemicals have become absorbed, or through inhalation of VOCs in indoor or outdoor air. Residential exposure to fugitive dust was evaluated for all COCs detected in the Subject Property soil. For VOCs detected in soil-gas samples (Table 5), residential exposure to inhalation of VOCs in indoor air was evaluated.

8.1.5 Summary of Selected Exposure Pathways

For the purpose of this PEA screening evaluation, it was assumed that the hypothetical receptor would be exposed to chemicals detected in the Subject Property soil through direct dermal contact, incidental ingestion, and inhalation of airborne particulates, and to chemical detected in on-Subject Property soil-gas through inhalation of VOCs in indoor air.

8.2 Exposure Point Concentrations and Chemicals

Tables 1 through 4 presents the list of chemicals detected in the Subject Property soil and identifies which of those chemicals were included as COCs for the human health screening evaluation. In accordance with PEA guidance for the screening evaluation, the maximum chemical concentrations detected in soil were evaluated as potential exposure point concentrations (EPCs). The COCs and EPCs for soil are presented in Table 7.

Table 5 presents the list of VOCs detected in on-site soil-gas – all chemicals were included as COCs for the human health screening evaluation, except that the leak-test compound (1,1-DFA) was not included. In accordance with DTSC guidance, the maximum chemical concentrations detected in the Subject Property soil-gas were multiplied by an assumed attenuation factor of 0.03 to obtain the estimated indoor-air EPC. The COCs and EPCs for soil-gas are presented in Table 5.

8.3 Screening Levels

Except for lead and arsenic, which are discussed at the end of this subsection, the EPCs were compared to screening levels for residential soil and air in accordance with DTSC's Human Health Risk Assessment (HHRA) Note 3, dated June 2020 (revised May 2022). Different screening levels were used to evaluate carcinogenic (cancer causing) impacts and non-carcinogenic impacts (e.g., liver or kidney damage). Carcinogenic screening levels are typically based upon a predicted excess long-term cancer risk of 1.0E-06 (one in a million). Non-carcinogenic screening levels are

based upon maintaining the daily COC intake below the level at which deleterious health effects are considered possible. Most of the screening levels consisted of Regional Screening Levels (RSLs) developed by USEPA, except for a few more-conservative DTSC-recommended values. For TPH, the screening level developed by the San Francisco Bay Regional Water Quality Control Board (SFBRWQCB) was used.

For carcinogenic COCs, the screening evaluation was performed by calculating the ratio of the EPC to the carcinogenic screening level in accordance with the following equation from the PEA Guidance Manual:

$$\frac{\text{Maximum concentration}}{\text{Screening Level}} \times 10^{-6} = \text{Cancer Risk}$$

For non-carcinogenic COCs, the screening evaluation was performed by calculating the ratio of the EPC to the non-carcinogenic screening level in accordance with the following equation from the PEA Guidance Manual:

$$\frac{\text{Maximum concentration}}{\text{Screening Level}} = \text{Hazard Quotient}$$

To evaluate potential cumulative impacts, the calculated cancer risks were summed and hazard quotients were summed for all COCs were added together to provide cumulative cancer risks and noncancer hazard indices (Tables 7).

The evaluation for lead used Worksheet 1 (Table 10) of the DTSC Lead Risk Assessment Spreadsheet (LeadSpread 9, 2022). Worksheet 1 is based on a residential land use scenario. The EPC for lead of 10.05 mg/kg was entered as input into the spreadsheet calculations.

8.4 Evaluation Results

Human health screening evaluation results, divided into carcinogenic and non-carcinogenic health effects, are discussed in the following two subsections.

8.4.1 Cancer Risks

As shown in Tables 7, two of the COCs are considered carcinogens by Cal/EPA (OEHHA) or USEPA (weight-of-evidence classification system: known [Group A], probable [Group B1 or B2], or possible [Group C] human carcinogen). Two of the COCs detected in soil vapor had an EPC that exceeded the selected carcinogenic screening level (Table 7). Two of the COCs detected in soil-gas had EPCs that exceeded the selected carcinogenic screening levels for exposure to air (Table 5). The estimated excess cancer risk for each COC was calculated by dividing the EPC by the screening level and multiplying by 1.0E-06 (the cancer risk level estimated by the screening level). The total cumulative calculated excess cancer risk for all COCs detected in soil vapor is 3.0E-04 (Table 7). The total cumulative calculated excess cancer risk for all COCs detected in soil vapor at 5-ft bgs is 1.4E-04, and at 10-ft bgs is 1.1E-04 (Table 7).

8.4.2 Non-Carcinogenic Health Effects

As shown in Table 7, two of the COCs had EPCs that exceeded the selected noncancer screening levels for exposure to soil vapor. As shown in Table 7, one of the COCs had an EPC that exceeded the selected noncancer screening level for exposure to air. The hazard quotient for each COC was calculated by dividing the EPC by the screening level. The hazard index was calculated by summing the hazard quotients for all COCs. The calculated hazard index for soil vapor is 8.5E+00 (Table 7). The calculated hazard index for air is 4.5E+00 based on COC detections in soil-gas at 5-ft bgs and is 3.5E+00 based on COC detections in soil-gas at 10-ft bgs (Table 7).

Based on the LeadSpread 9 output, the lead EPC in soil at the Subject Property is estimated to result in a 90th percentile increase in blood lead concentration of 0.5 micrograms per deciliter (µg/dL) in children which is lower than the benchmark level of concern of 1.0 µg/dL established by the Office of Environmental Health Hazard Assessment (OEHHA). Therefore, no further action in regard to lead concentrations in soil at the Subject Property. A copy of the LeadSpread 9 spreadsheet is provided in Table .

8.5 Discussion

Based on the results presented above, potentially significant health risks associated with the potential COCs detected at the Subject Property appear to be benzene and PCE in soil gas.

Arsenic and lead were evaluated separately from the other COCs. Arsenic is a naturally occurring element found in soil, water, air, and food as well as in many man-made products including pesticides, wood preservatives, paints, dyes, electrical components and medical drugs. Levels of naturally occurring arsenic in rocks and minerals differ widely across geographic regions, resulting in varying levels of arsenic in their soil and water erosion products. In addition to the naturally occurring arsenic, many soils are contaminated with anthropogenic sources of arsenic including arsenical pesticides, wood preservatives and mine tailings.

When arsenic in soil is evaluated using standard exposure intake assumptions, background soil arsenic levels almost always have an associated cancer risk far in excess of $1x10^{-6}$. Evaluation in the risk assessment process and the development of clean-up goals for arsenic are conducted on a Site-by-Site basis and may include considerations of additional ambient data, bioavailability, and incremental risk. A background data set was compiled from Arden Middle School and Katherine Johnson Middle School data sets to establish a general background arsenic concentration from the 95% Upper Tolerance Limit (UTL) to establish the Upper Threshold Value (UTV) of 6.2 mg/kg. All samples were below the UTV of 6.2 mg/kg.

Exposure to lead is evaluated differently within the human health risk assessment from the excess cancer risk and health hazard index assessments. While lead may be removed from the list of COCs by comparison to background, in general, lead is almost always elevated on Subject Properties with historical uses of leaded gasoline and lead-based paints. Health risk from lead exposure is estimated using the Lead Risk Assessment Spreadsheet, termed LeadSpread 9. The most current version can be found at: http://www.dtsc.ca.gov/AssessingRisk/leadspread9.cfm.

For school evaluations, the home grown produce feature in the LeadSpread 9 is set to zero, assuming that home grown produce is not a significant contribution. Using default input values and a blood lead concentration for a non-pica child of 1 microgram per deciliter, the soil screening level for lead for school Subject Property is 80 mg/kg. Subject Property specific input requires the approval from DTSC. The DTSC Human Health Risk Assessment Notes should be consulted for updates.

Using the conservative assumed indoor-air attenuation factor of 0.03, one of the COCs have predicted indoor-air concentrations that exceed residential carcinogenic and noncancer screening levels (Table 7), benzene has an indoor air attenuation factor of 0.264 µg/m³. However, the actual attenuation factor is expected to be lower than the assumed attenuation factor of 0.03 for the following reason. The assumed attenuation factor of 0.03 is based on a USEPA database of measured attenuation factors for primarily residential buildings [USEPA, 2012]. The actual expected attenuation factor for large modern classroom buildings that will be designed and constructed according to the strict standards required of publicly funded schools in California is less than 0.03, because such buildings are expected to have higher-quality floors less susceptible to vapor intrusion, higher indoor-air exchange rates, and higher ceilings.

8.6 Uncertainty Analysis

The human health screening evaluation required the use of several generic and Subject Property-specific assumptions regarding the representativeness of sampling data, environmental fate and transport, human exposures, chemical toxicity, and associated cancer and noncancer health risks. These assumptions are discussed below.

Factors possibly contributing to overestimation of the health risks include the following:

- The predicted risks and hazards are based on the maximum COC concentrations detected in the Subject Property soil and soil-gas samples that were collected during this PEA. Actual exposures for humans at the Subject Property would likely be at lower concentrations than the maximum most of the time.
- The evaluation assumed no degradation of COCs over time or space. As discussed above in Section 8.6, this assumption is likely particularly conservative for the benzene concentrations measured at a depth of 5-ft bgs, which likely diminish substantially at lesser depths due to aerobic biodegradation. In addition, concentrations of petroleum COCs are expected to attenuate over time due to various mechanisms of degradation, including biological degradation and volatilization.
- Numerous assumptions related to human exposure are built into the calculations used for the screening evaluation. These assumptions include such parameters as soil ingestion rates, potential dermal exposure to soil, dust generation rates, daily breathing rates, human activity patterns, and time spent on Subject Property. Each assumed value is typically chosen conservatively for a generic person.

Factors possibly contributing to underestimation of the health risks include the following:

- Sample locations were selected with the objective of finding elevated concentrations if present, but the possibility exists that other locations are present at the Subject

Property that have higher COC concentrations than the locations that were sampled, or that have other detectable chemicals that were not detected during this PEA.

- The screening evaluation assumed that risks resulting from simultaneous exposure to multiple COCs is additive. It is possible that simultaneous exposure to multiple chemicals may result in synergistic effects, where certain chemicals magnify the toxicity of other chemicals. There are few studies that have examined the cumulative effects of multiple chemical exposures.
- As discussed above most of the assumptions for the human health screening evaluation were conservative in nature. The use of conservative assumptions tends to produce upper-bound estimates of risk. Although it is exceedingly difficult to quantify the uncertainties associated with all the assumptions used, the multiplicative relationship of the series of assumptions involved in the screening evaluation may well create a substantial overestimate of health risks.

8.7 Conclusions

The results summarized above indicate that some on-site surficial soil vapor contains elevated concentrations of benzene and PCE exceeding residential screening levels.

A human health screening evaluation was performed in accordance with PEA guidance. For COCs detected in soil vapor, the cumulative calculated excess cancer risk was 3.0E-04, which is less than 1.0E-06 is therefore considered acceptable. The calculated hazard index is 18, which is greater than 1.0 and is therefore considered unacceptable. Using an assumed indoor-air attenuation factor of 0.03, the total cumulative calculated excess cancer risk for all COCs detected in soil gas at 5-ft below ground surface (bgs) was $4x10^{-04}$, and at 10 ft bgs was $1.1x10^{-04}$. The calculated hazard index for air was 4.5 based on COC detections in soil-gas at 5-ft bgs and was 3.5 based on COC detections in soil-gas at 10-ft bgs Anticipated indoor air concentration was calculated by taking the maximum detected soil vapor concentration of 8.8 µg/m³ and multiplying it by the attenuation factor of 0.03 (8.8 x 0.03 = 0.264), which exceeds the residential SL for indoor air, cancer endpoint of 0.097 µg/m³. The attenuation factor of 0.03 is considered conservative for two primary reasons:(a) large modern classroom buildings to be designed and constructed according to the strict standards required of publicly funded schools in California are expected to have lower attenuation factors than the residential buildings on which the assumed attenuation factor of 0.03 was primarily based, and (b) substantial bioattenuation of petroleum vapors is expected in the upper 5 ft of soil.

9 PUBLIC PARTICIPATION

Public notification of PEA activities was performed in accordance with California Education Code requirements and the guidance of DTSC.

9.1 PEA Work Notice

Prior to conducting the field sampling for the PEA, a work notice, notifying residents/businesses within view of the Subject Property of the upcoming sampling activities, was hand delivered to the nearby neighborhoods on April 6, 2023, pursuant to the requirements of California Education Code Section 17210.1(b). A copy of the PEA work notice is included in Appendix E.

9.2 Public Comment Period and Public Hearing

SJUSD provided a 30-day public comment period for the Draft PEA Report from April 18 through May 19, 2023, and held a public hearing on April 25, 2023, pursuant to the requirements of California Education Code Section 17213.1(a). Notice of the public comment period was published in a general circulation newspaper. During the public comment period, the Draft PEA Report was available for public review and comment at the following addresses:

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

San Juan Unified School District
5320 Hemlock Street
Sacramento, California 95841

Department of Toxic Substances Control
8800 Cal Center Drive
Sacramento, California 95826

The Draft PEA Report also was available on the Internet at the DTSC “EnviroStor” database – see “Activities” tab at the following Internet address:

http://www.envirostor.dtsc.ca.gov/public/profile

Anyone interested in reviewing the Draft PEA Report, or providing comments, was instructed to contact Ms. Lisa Holcomb, DTSC Project Manager, by telephone at (916) 255-6523 or by electronic mail at lisa.holcomb@dtsc.ca.gov, or Mr. Nicholas Arps, SJUSD Director, Facilities, Construction & Modernization, by telephone at (919) 971-5780 or by electronic mail at Nicholas.arps@sanjuan.edu.

10 QA/QC PROGRAM

The QA/QC Program was implemented in accordance with the procedures set forth in Section 7.3 of the PEA Workplan.

Atlas Technical Consultants are responsible for implementing their own QA/QC program. This information is not in the current "*Limited Investigation Report and Addendum"* by Atlas.

Atlas states the sampling and reporting was conducted under generally accepted professional engineering and environmental consulting practices. Overall, the data is considered useable for decision-making purposes.

11 HEALTH AND SAFETY

During the PEA field activities, the site-specific Safe Work Plan (SWP) included in the PEA Workplan was followed to provide for the Subject Property worker health and safety. Atlas and TEG field personnel reviewed their own Health and Safety Plan prior to commencing field work. During field activities, appropriate “Level D” personal protective equipment was worn by all personnel. No conditions were encountered that required an upgrade above “Level D” personal protective equipment. No health and safety incidents or emergency actions occurred during the field program.

12 VARIANCES TO THE WORKPLAN

No variances to the PEA Workplan were required during implementation.

13 CONCLUSIONS AND RECOMMENDATIONS

The subsections below present the conclusions and recommendations for this PEA.

13.1 Summary and Conclusions

The subject property consists of one parcel of land that are designated as APN 268-029-000-10000 (9.75 acres). The subject property was an active adult center built in 1953 as an elementary school. The school consisted of gymnasium/multi-purpose room with stage, front office, library/media center, kitchen, classrooms, restrooms, utility rooms, server room, electrical rooms, breezeways, grass field, large, fenced vegetable garden, baseball field, basketball courts, four mobile trailers, and asphalt parking lots.

Historical documents indicate that the subject property has been developed since at least 1954 through present day as an elementary school, head-start program/pre-school, and adult learning center. The school added basketball courts, what appears to be tennis courts, baseball field, and parking lots between the 1950s until the 1970s. Prior to the 1950s the subject property was cleared fields that appear to be agricultural.

The PEA field investigation was performed in March and April 2023, conducted by Atlas and TEG under contract by SJUSD. Soil samples were collected at numerous locations and submitted to environmental laboratories for analysis of various COCs, such as metals like arsenic and lead, VOCs, OCPs, and PCBs that may be present in the Subject Property subsurface. Active soil-vapor samples were also collected at 5 ft and 10 ft dual nested soil vapor points at two locations on the Subject Property (SV-1 to SV-2) and submitted to an environmental laboratory for analysis of VOCs. Elevated concentrations of COCs were detected in some soil and both soil vapor samples. After discussions with the SJUSD and DTSC, follow-up soil vapor sampling was performed on April 7, 2023. The follow-up sampling included three additional soil vapor locations with samples collected from 5 ft and 10 ft bgs dual-nested vapor points at each location.

A human health screening evaluation was conducted using the laboratory analytical results. The maximum detected concentrations in the Subject Property soil were compared to residential soil screening levels established by DTSC, the SFRWQCB, and the USEPA. The maximum detected concentrations in the Subject Property soil-gas were multiplied by an assumed indoor-air attenuation factor of 0.03 and then compared to residential air screening levels.

The PEA findings are summarized as follows:

- Arsenic was detected in all discrete soil samples that were analyzed (Table 1). The maximum detected arsenic concentration in discrete soil samples was 5.0 mg/kg, which is significantly below background levels (Section 7.4.4). Elevated arsenic concentrations were limited to the native soil on cleared grassy fields to the north and west of the school structures. (Figure 2). A background data set was compiled from Arden Middle School and Katherine Johnson Middle School data sets to establish a general background arsenic concentration from the 95% UTL to establish the UTV of 6.2 mg/kg. All samples were below the UTV of 6.2 mg/kg.

- Lead was detected in all discrete soil samples that were analyzed (Table 1). The maximum detected lead concentration was 27 mg/kg, (Section 7.4.4). All lead detections were below the residential SL of 80 mg/kg.
- A PCB compound identified as PCB-1260 was detected at concentrations of 0.0027 J[2] mg/kg at KJMS-3, 0.0023 J mg/kg at KJMS-6, and 0.0086 J mg/kg at KJMS-11. These surface soil samples were collected near the southernmost classrooms and office buildings. The detected concentrations are well below the residential screening level of 0.24 mg/kg. No other PCBs were not detected in any other soil samples.
- Several OCPs were detected in one soil sample (KJMS-OP4) and its duplicate (Table 2). The following OCPs were detected: 4,4-DDD at a concentration of 0.00035 J mg/kg, 4,4,-DDE at a concentration of 0.0052 mg/kg, and 4,4-DDT at a concentration of 0.0082 mg/kg. All concentrations are well below their respective residential SLs of 1.9 mg/kg, 2.0 mg/kg, and 1.9 mg/kg.
- Various VOCs were detected in the active soil-gas samples (Table 5), including benzene and PCE. Benzene was detected in four out of five soil vapor samples. At 5 ft bgs, benzene concentrations ranged from 4.1 µg/m³ to 14 µg/m³. At 10 ft bgs, benzene concentrations ranged from 3.9 µg/m³ to 11 µg/m³. These detections exceed the residential SLs of 0.097 µg/m³ and the commercial SL of 0.42 µg/m³. Tetrachloroethene was detected in one soil vapor sample (SV-1d) from 10 ft bgs at a concentration of 19 µg/m³, which exceeds the residential SL of 0.46 µg/m³. No other VOCs detections exceeded the residential SLs.
- Two surface soil samples were collected at 0.5 ft bgs near the shed. Neither sample had detections of VOCs.
- A human health screening evaluation was performed in accordance with PEA guidance. For COCs detected in soil, the cumulative calculated excess cancer risk was 3.0E-04, which is less than 1.0E-06 and is therefore considered acceptable. The calculated hazard index is 18, which is greater than 1.0 and is therefore considered unacceptable. Using an assumed indoor-air attenuation factor of 0.03, the total cumulative calculated excess cancer risk for all COCs detected in soil gas at 5-ft bgs was $1.4x10^{-04}$, and at 10 ft bgs was $1.1x10^{-04}$. The calculated hazard index for air was 4.5 based on COC detections in soil-gas at 5-ft bgs and was 3.5 based on COC detections in soil-gas at 10-ft bgs Anticipated indoor air concentration was calculated by taking the maximum detected soil vapor concentration of 8.8 µg/m³ and multiplying it by the attenuation factor of 0.03. When calculated (8.8 x 0.03 = 0.264), the resulting converted detection exceeds the residential SL for indoor air, cancer endpoint of 0.097 µg/m³. The attenuation factor of 0.03 is consistent DTSC's Supplemental Guidance: Screening and Evaluating Vapor Intrusion (2022, DTSC) and is considered conservative for two primary reasons: (a) large modern classroom buildings to be designed and constructed according to the strict standards required of publicly funded schools in California are expected to have lower attenuation factors than the residential buildings on which the assumed attenuation factor of 0.03 was primarily based, and (b) substantial bioattenuation of petroleum vapors is expected in the upper 5 ft of soil.

[2] The J Laboratory flag. Result is less than the RL but greater than or equal to the MDL and the concentration is an estimated value

13.2 Recommendations

Based on these findings, AECOM recommends that DTSC approve this PEA Report with a determination that further action is needed before school occupancy occurs. The further action should include preparation of a Supplemental Site Investigation (SSI) to address the impacted soil gas near the proposed school buildings.

14 LIMITATIONS

This report was prepared in accordance with the scope of services set forth in the written agreement signed by SJUSD and AECOM. No other services beyond those explicitly stated should be inferred or are implied. This report was prepared by AECOM for SJUSD in a manner consistent with the level of care and skill ordinarily exercised by professional engineers, geologists, and environmental scientists in the geographic area of the Subject Property at the time AECOM's services were provided. AECOM provides no other warranties, either express or implied, concerning the contents of this report, which was prepared under the technical direction of the AECOM staff whose signatures appear on the cover letter included with this report. This report is intended for use in its entirety. No excerpts may be taken to be representative of the findings of this assessment.

The conclusions presented in this report are professional opinions based solely on AECOM's review of available historical information, observations of the Subject Property, review of lithologic/chemical data from borings drilled at the Subject Property, and review of other readily available information, as referenced in this report. The conclusions presented herein are intended exclusively for the objective stated herein, at the Subject Property indicated, and for the project indicated. Subsurface investigations inherently involve some measure of uncertainty due to the impossibility of fully characterizing the entire subsurface volume beneath a Subject Property. Analytical results from this PEA are believed to be representative of the concentrations of those chemicals selected for analysis at the locations and depths from which the samples were collected. There may be other chemicals present in the samples that were not detectable using the selected analytical methods. In addition, these analytical results may not be representative of conditions at other locations and depths at the Subject Property. Conditions may change with the passage of time. The limited investigation sampling procedures, implementation, and data have been furnished to AECOM by SJUSD and was conducted by a third party (Atlas and TEG), which AECOM has used in preparing this report. AECOM has relied on this information as furnished and is neither responsible for nor has confirmed the accuracy of this information.

This report is intended for use solely by SJUSD. The scope of services performed during this investigation may not be appropriate for other users, and any use or re-use of this document, or the findings, conclusions, or recommendations presented herein, is at the sole risk of said users.

Opinions and recommendations presented in this report apply to Subject Property conditions and features as they existed at the time of AECOM's Subject Property visits. They do not necessarily apply to conditions or features of which AECOM is unaware and has not had the opportunity to evaluate.

15 REFERENCES

AECOM, 2023. Preliminary Environmental Assessment Workplan, Planned School Site for Katherine Johnson Middle School, 2641 Kent Drive, Sacramento, California. April 2023.

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Figures

Tables

APPENDIX A

Limited Investigation Report and Addendum by Atlas Technical Consultants

A-1 Limited Investigation Report by Atlas

A-2 Limited Investigation Report Addendum by Atlas

Appendix A-1

Limited Investigation Report by Atlas

Appendix A-2

Limited Investigation Report Addendum by Atlas

APPENDIX B

Work Notice Letter dated April 5, 2023

APPENDIX C

Geologic Map and Background Data Set for Arsenic

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 04/25/2023

SUBJECT: Presentation of Initial Proposal from California School Employees Association and its San Juan Chapter No. 127 for 2023-2024 Reopener

DEPARTMENT: Labor Relations and Government Affairs

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

ACTION REQUESTED:
The bargaining interest of the California School Employees Association and its San Juan Chapter No. 127 are presented for discussion pursuant to Government code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: May 9, 2023

RATIONALE/BACKGROUND:
The board and representatives of the California School Employees Association and its San Juan Chapter No. 127 have agreed to engage in an interest based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: Initial Proposal from California School Employees Association San Juan Chapter No. 127 to the San Juan Unified School District for the 2023-2024 Successor General and Operations Support Units.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

Initial Proposal
from
California School Employees Association
San Juan Chapter No. 127
to the
San Juan Unified School District
for the
2023 - 2024 Successor
General and Operations Support Units

The CSEA and its San Juan Chapter No. 127 proposes the following articles of the current General and Operations Support contract(s) for 2023-2024 successor agreement.

Article 1 Subsection 1.2 Term: CSEA proposes a new three-year agreement commencing November 15, 2023, through November 14, 2026.

Article 5 Hours and Overtime: CSEA proposes fair and equitable changes to this article to include additional changes to 5.20 as it applies to position review outcomes.

Article 6 Salaries: CSEA proposes a fair and equitable general salary increase based on 22-23 salary agreement to include Minimum Wage compaction issue. CSEA additionally proposes to address and update 6.8 as it relates to IA compensation, clarify and define classifications and programs that qualify for same and other compensation related issues. CSEA also wishes to address potential changes to 6.9 regarding changes as it relates to multiple classifications and equity time or days. Additionally, CSEA proposes changes to 6.10 as it relates to implementation and number of participants.

Article 7 Fringe Benefits: CSEA proposes fair and equitable benefit increases and other adjustments to this article.

Article 8 Holidays: CSEA proposes SJUSD adds the official Holiday of Juneteenth to this article.

Article 10 Leaves: CSEA proposes fair and equitable changes to this article to include usage of vacation time towards an employee's leave. CSEA additionally proposes that the District grants 1 (one) full release day each week for the CSEA Chapter 127 President to conduct labor relations business with no reimbursement cost being owed to the District.

Article 19 Joint Committees: CSEA proposes to form a Budget Review / Budget Transparency committee with the District, in order to create collaborative participation in the Districts budgetary decision making process. CSEA also proposes to form a Clerical Consolidation committee to update and consolidate clerical positions for the purposes of creating a clear pathway for advancement opportunities.

Article to be created: #22: - CSEA proposes to create a new contract article **Access to Technology** to establish and codify specific classifications that shall receive appropriate technology. Additionally, CSEA proposes that all SJUSD sites have a designated and identified site-based technology station available for usage by any classified staff for purposes of work-related e-mail, required training, District communication etc.

Article to be created: #23: - CSEA proposes to create a new contract article **Summer School and ESY procedures** to establish norms for all summer school and ESY postings, hirings, selection process and to ensure the rights granted under Education Code 45102.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 04/25/2023

SUBJECT: Presentation of Initial Bargaining Proposal for the San Juan Supervisors Association Reopeners for 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 Supervisors Association are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: May 9, 2023

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

ATTACHMENT(S):
A: Re-openers for Successor Contract 2023-2024 From San Juan Supervisors Association to San Juan Unified School District

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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

ATTACHMENT A

Re-openers for Successor Contract 2023-2024

From San Juan Supervisors Association

to San Juan Unified School District

April 12, 2023

Article 1 Recognition

- Non-substantive clean up language as needed

Article 2 Contract Provisions

- Term – 1 year
- Non-substantive clean up language as needed

Article 3 Organizational Security and Rights

- Non-substantive clean up language as needed

Article 4 Conditions of Employment

- Would like to revisit having professional development funds rolled into following year if un used
- Non-substantive clean up language as needed

Article 5 Salary

- Trigger language to reopen salary based on TA from September 2022 and previous contract
- Non-substantive clean up language as needed

Article 6 Fringe Benefits

- Non-substantive clean up language as needed

Article 7 Leaves

- Non-substantive clean up language as needed

Article 8 Vacation

- Non-substantive clean up language as needed

Article 9 Holidays

- Non-substantive clean up language as needed

Article 10 Evaluation

- Non-substantive clean up language as needed

Article 11 Safety Conditions

- Non-substantive clean up language as needed

Article 12 Supervision Grievance Procedure

- Non-substantive clean up language as needed

Article 13 Layoff

- Non-substantive clean up language as needed

Article 14 Retirement

- Would like to discuss and revisit components of retirement article as mentioned in TA from September 2022
- Non-substantive cleanup language as needed

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 04/25/2023

SUBJECT: Presentation of SJPEC Proposed Interests for 2023 Reopener Negotiations

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 Jan Professional Educators Coalition are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

Public Comment: May 9, 2023

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

ATTACHMENT(S):
A: SJPEC Proposed Interests for 2023 Reopener Negotiations

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023

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: NA

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools MB

SJPEC PROPOSED INTERESTS FOR 2023 REOPENER NEGOTIATIONS

ARTICLE 9: Work Year and Hours

To recognize and compensate work tasks performed resulting from staffing shortages and post pandemic needs.

ARTICLE 10: Safety

To provide a physically and psychologically safe and healthy learning environment at every school and program throughout the District. To ensure all members can address the needs of the community and meet the needs of their students.

Article 12 and 13: Salary and Benefits

To maintain a salary and benefit package that is aligned with increasing inflationary factors and is competitive with school districts throughout California for the purpose of recruiting and retaining a high quality workforce.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-8

MEETING DATE: 04/25/2023

SUBJECT: Presentation of San Juan Unified School District (District) Proposal/Interests for Contract Negotiations With the San Juan Teachers Association (SJTA) Reopeners for 2023-2024

DEPARTMENT: Labor Relations and Government Affairs

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

ACTION REQUESTED:
The board is asked to discuss, pursuant to Government Code section 3540 et seq. and district Board Policy (BP) 4243.1, the bargaining interests of the board for negotiations with the San Juan Teachers Association (SJTA) for 2023-2024.

Public Comment and Anticipated Action: May 9, 2023

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

ATTACHMENT(S):
A: San Juan Unified School District (District) Initial Bargaining Proposal/Interests for Contract Negotiations with the San Juan Teachers Association (SJTA) Reopeners for 2023-2024.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/17/2023
Board of Education: SJTA presented their bargaining interests on 03/28/2023 and 04/11/2023.

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

SAN JUAN UNIFIED SCHOOL DISTRICT (District)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS
WITH THE
SAN JUAN TEACHERS ASSOCIATION (SJTA)
SUCCESSOR CONTRACT (2023-2024)

The San Juan Unified School District (District) intends to negotiate the following Articles of the San Juan Teachers Association (SJTA) contract for the 2023-24 reopeners.

Article 1 Contract Provisions

- The district's interest is in continuing a multi-year contract term.

Article 2 Grievance

- The district's interest is to clarify contractual language as needed.

Article 3 System of Professional Growth

- The district's interest is to discuss section 3.04.6, Frequency of SPG Cycle, and how it relates to practitioners who have participated in Advisory and/or PAR.
- The district's interest is to 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.
- The district's interest is to examine the requirement that Consulting Teachers and Peer Facilitators return to the classroom prior to entering an administrative position.
- The district's interest is to clarify contractual language as needed.

Article 4 Transfers

- The district's interest is to identify barriers and discuss options related to this article that will allow the district to attract and hire the best candidates available in the most timely manner possible.
- The district's interest is to discuss section 4.03.8 regarding members who are transferred to another site due to disciplinary action and participation in the voluntary transfer process.
- The district's interest is to discuss section 4.04 regarding voluntary transfer requests outside stated timelines that would result in an increased work year calendar.
- The district's interest is to examine Article 4.09 Classroom Movement and explore options that meet the evolving impacts school modernization and maintenance projects have created on practitioners.
- The district's interest is to clarify contractual language as needed.

Article 5 Leaves

- The district's interest is to work with SJTA to reduce the number of Personal Necessity days used by members on Mondays and Fridays, before and after holidays, and during other high-absence time periods in which guest teachers are difficult to secure.
- The district's interest is to clarify contractual language as needed.

Article 6 Member Safety and Protection

- The district's interest is to explore options for fostering more consistent and effective school safety training.
- The district's interest is to clarify contractual language as needed.

Article 7 Class Size Ratios

- The district's interest is to work with SJTA to explore creative and financially sustainable solutions to a variety of workload challenges for all practitioners, particularly those in specialized roles that experience unique impacts, in ways that support the long-term recruitment and retention of staff.
- The district's interest is to clarify contractual language as needed.

Article 8 Hours

- The district's interest is to reach agreement on two years of school year calendars (2025-26 and 2026-27).
- The district's interest is to clarify the calculation of the rate in section 8.01.17.e.
- The district's interest is to clarify contractual language as needed.

Article 9 Employee Benefits

- The district's interest is to examine Article 9.01.7 and identify opportunities to strengthen and clarify eligibility language, as well as clarify language to meet evolving scenarios in the workforce.
- The district's interest is to continue dialogue regarding pension plan rates, costs, and their effect on the district's overall budget.
- The district's interest is to examine potential impacts of the implementation of a new financial information system.
- The district's interest is to provide quality benefits and affordable options for all employees while realizing cost containment for both employees and the district.
- The district's interest is to ensure that employees recognize that benefits are part of an employee's overall compensation program.
- The district's interest is to clarify contractual language as needed.

Article 10 Pre-Retirement Reduced Work-Load Program

- The district's interest is to clarify contractual language as needed.

Article 11 Salary Schedules

- If agreed-upon reopener language is triggered, as outlined in the Sept. 15, 2022 agreement between SJTA and the district, the district's interests are to attract and retain high quality employees; balance the district's income and our expenditures while maintaining an appropriate level of reserve; and continue developing a shared understanding of total compensation.
- The district's interest is to examine potential impacts of the implementation of a new financial information system.
- The district's interest is to clarify contractual language as needed.

Article 12 Professional Dues and Payroll Deductions

- The district's interest is to examine potential impacts of the implementation of a new financial information system.
- The district's interest is to clarify contractual language as needed.

Article 13 Definitions

- The district's interest is to discuss section 13.08 and clarify time of day for establishing timelines and delivering discipline notices.
- The district's interest is to clarify contractual language as needed.

Article 14 Adult Educators

- The district's interest is to clarify contractual language as needed.

Article 15 Schools of Innovation

- No change.

Article 16 Just Cause, Due Process and Progressive Discipline

- No change.

Article 17 Association Rights

- No change.

Article 18 Probationary Teachers

- No change.

Article 19 Professional Growth for Credential Renewal - Removed by legislative action

- No change.

Article 20 Summer School Personnel Selection

- The district's interest is to examine impacts of the expansion of summer school programs, conditions for creating stable staffing in special education summer programs, and identify any needs or barriers that need further dialogue.

- The district's interest is to clarify contractual language as needed.

Article 21 Early Childhood Education

- The district's interest is to address issues related to "non-responsibility" days.
- The district's interest is to discuss transfer language, identify barriers and discuss options that would allow the district to attract and hire the best ECE practitioners available in the most timely manner possible.
- The district's interest is to examine the issues of term limits for TOSAs and Content Specialists in an effort to strengthen the model and develop a more cohesive system.
- The district's interest is to clarify contractual language as needed.

Article 22 Independent Study

- The district's interest is to evaluate program components of the TK-5 and 6-8 independent study programs established via Side Letters of Agreement (SLAs) since 2021 for potential incorporation into the collective bargaining agreement.

Article 23 Home/Hospital

- No change.

Article 24 Creating and Sustaining a Collaborative Culture

- No change.

Article 25 Teachers on Special Assignment (TOSA)

- The district's interest is to broadly examine the issues of term limits for TOSA-type positions in an effort to strengthen the model and develop a more cohesive system.

Article 26 Teacher Interns

- No change.

Exhibit A

- The district's interest is to add Alternative Education and Elementary/K-8.

Exhibit B

- No change.

Exhibit C

- The district's interest is to update the calendars.

Exhibit D

- The district's interest is to add language clarifying placement on the regular or emergency salary schedule.

- The district's interest is to add language clarifying the acceptance and application of outside experience.
- The district's interest is to explore step credit for counselors for experience in non-public school practice relating to school-age children.
- The district's interest is to explore step credit for in-district classified employees who accept a position in SJTA's unit as defined in Exhibit A.

Exhibits E through I

- No change.

Exhibit J

- The district's interest is to discuss if this exhibit is still relevant now the System of Professional Growth is fully implemented and no longer a pilot.

Exhibit L

- The district's interest is to have this document align with section 16.05.

Exhibits M through R

- No change

Exhibit S

- The district's interest is to review this exhibit as previously agreed upon.

Exhibits T, W, Y & FF

- The district's interest is to review these exhibits for language that is still applicable, language that is out-of-date, and any other language that may need revisiting due to changing district conditions.

Exhibit U

- No Change

Exhibit Z

- No Change

Exhibits CC and DD

- No change

Exhibit EE

- The district's interest is to revisit this exhibit as it relates to interests proposed for Article 21.

Exhibit GG

- The district's interest is to revisit this exhibit as it relates to reviewing all recent Side Letters of Agreement.

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2022-2023

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
SJSA Initial Proposal for Contract Reopeners 2023-2024 – PC [Discussed 04/25/23]	Thigpen
SJPEC 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
District's Initial Bargaining Proposal with SJPEC for Contract Reopeners 2023-2024 – D	Thigpen
District's Initial Bargaining Proposal with SJSA for Contract Reopeners 2023-2024 – D	Thigpen
District's Initial Bargaining Proposal with CSEA for Contract Reopeners 2023-2024 – D	Thigpen
District's Initial Bargaining Proposal with Teamsters for Contract Reopeners 2023-2024 – D	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
*High School Scholarships – A	Schnepp

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 School Update – R	Townsend-Snider
District's Initial Bargaining Proposal with SJPEC for Contract Reopeners 2023-2024 – PC/A [Discussed 05/09/23]	Thigpen
District's Initial Bargaining Proposal with SJSA for Contract Reopeners 2023-2024 – PC/A [Discussed 05/09/23]	Thigpen
District's Initial Bargaining Proposal with CSEA for Contract Reopeners 2023-2024 – PC/A [Discussed 05/09/23]	Thigpen
District's Initial Bargaining Proposal with Teamsters for Contract Reopeners 2023-2024 – PC/A [Discussed 05/09/23]	Thigpen
*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

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