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

Michael McKibbin, Ed.D., President
Zima Creason, Vice President
Pam Costa, Clerk
Saul Hernandez, Member
Paula Villescaz, 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 19, 2022

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

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

B. CLOSED SESSION – 5:45 p.m.

1. Student expulsion in one case (Education Code section 48918[f]).
2. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Senior Director, Labor Relations, 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 5, 2022, regular meeting, pages 2421-2425.

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

1. Recognitions

a. California School Bus Driver's Appreciation Day (Oropallo)
Action: Adoption of Resolution No. A-414 proclaiming April 26 as California School Bus Driver's Appreciation Day.

b. National Nurses Week and National School Nurse Day (Calvin)
Action: Adoption of Resolution No. A-413 proclaiming May 6-12 as National Nurses Week and May 11 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-10 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-10, 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, job description/salary range change and cabinet contracts/extension of contract.

2. *Purchasing Report – change orders, construction and public works bids, piggyback contracts and zero dollar contract.

3. Acceptance of the following gifts: (# = donor's estimate)
   Casa Roble Fundamental High School: from Sacramento Region Community Foundation Ose Family Fund – for 2022 Ose Family Community Service Award recipient: $1,000; from Ann Hively – for Interact Club: $300.
   El Camino Fundamental High School: from Sacramento Region Community Foundation Ose Family Fund – for 2022 Ose Family Community Service Award recipient: $1,000.
   Encina Preparatory High School: from Green Acres Nursery & Supply – for baseball: $600; from Sacramento Region Community Foundation Ose Family Fund – for 2022 Ose Family Community Service Award recipient: $1,000.

4. *Acceptance of the 2020-2021 audit reports for Measures J, N, P and S as prepared by Gilbert Associates Inc.

5. *Approval of Report IIs related to the new instructional materials adoptions for Science and Health: Biology: The Living Earth and Honors Biology: The Living Earth; Chemistry in the Earth System and Honors Chemistry in the Earth System; High School Health; Environmental Science; Middle Years Programme (MYP) Honors Biology, Honors Chemistry, Honors Physics and Conceptual Physics; and World Language: Spanish 1-4 (Discussed: 04/05/2022).

6. *Approval of the following new high school courses for 2022-2023: Environmental Science, Mural Design and College and Career Readiness (Discussed: 04/05/2022).

7. *Approval of the proposed changes to the guest teacher salary schedule for summer school.

8. *Adoption of Resolution No. 4014 approving the sixth amendment to the design-build contract for the Del Campo High School new science/media commons building project no. 207-9512-N1 and CTE modernization project nos. 207-9495-N1, 207-9495-N2 and 207-9495-N3 between San Juan Unified School District and XL Construction Corporation.

9. *Adoption of Resolution No. 4015 approving the first amendment to the site lease and second amendment to the facilities lease for the Rio Americano High School CTE modernization project no. 208-9495-P1, Health Science project no. 208-9495-P2 and Manufacturing and Product Development project no. 208-9495-P3, between San Juan Unified and CORE Construction Inc. dba CORE Construction Management.

10. *Adoption of Resolution No. 4016 awarding the lease-leaseback contract for Katherine Johnson Middle School to Flint Builders, Inc., pursuant to Education Code section 17406.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. San Juan Education Foundation Update – 7:25 p.m. (Allen)

Material provided.

Report: regarding an update on the current efforts by the San Juan Education Foundation.

2. Technology Update – 7:45 p.m. (Skibitzki)
Material provided.

Report: regarding an overview of the different functions and projects within the district's technology services department.

3. Presentation of the San Juan Supervisors Association Proposal for Successor Contract 2022-2023 – 8:05 p.m. (Thigpen)
Material provided.

Discussion: regarding the bargaining interests of the San Juan Supervisors Association. Public comment anticipated: 05/10/2022.

4. Presentation of the San Juan Professional Educators Coalition Proposal for Successor Contract 2022-2023 – 8:10 p.m. (Thigpen)
Material provided.

Discussion: regarding the bargaining interests of the San Juan Professional Educators Coalition. Public comment anticipated: 05/10/2022.

J. BOARD REPORTS – 8:15 p.m.

K. FUTURE AGENDA – 8:25 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

L. VISITOR COMMENTS – 8:30 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.

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

M. ADJOURNMENT – 8:35 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

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

Board of Education Minutes
April 5, 2022

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

Open Session/Call to Order (A)
The April 5 regular meeting was called to order by the president, Dr. Michael McKibbin. The board meeting was held in person and also livestreamed on the district's YouTube channel.

Roll Call
Present:
Michael McKibbin, Ed.D., president
Zima Creason, vice president
Pam Costa, clerk
Saul Hernandez, member
Paula Villescaz, member *(arrived at 4:14 p.m.)*

Workshop: Governance Transition to Seven Board Members (A-1)
Superintendent Kern introduced Chief of Staff Trent Allen who moderated a dialogue regarding the upcoming governance transition from five to seven board members. Mr. Allen explained that the workshop will be split into two broad topical areas for discussion: representing an area and serving the entire district, and logistics and mechanics.

The first area of discussion (representing an area and serving the entire district) was broken down into two sub-topics: visiting schools/events and representation and voice. Items discussed were:

- Visiting schools and events, including expectations for invitations and RSVPs

  Board members expressed support for continuing the current practice of all board members being invited to all events throughout the district and sending RSVPs to the board administrative assistant.

- Student board reports, including building connections with students in each area and formal/informal voice

  Mr. Allen explained that by-trustee area elections would allow board members to act as liaisons by meeting with students on a more frequent, informal basis. Superintendent Kern shared information about how the Superintendent's Student Advisory Council has provided him with the opportunity to build relationships with students and to hear student voice. Ms. Creason said she likes the idea of meeting with student representatives, in addition to the high school student council reports during regular board meetings, but she does not want to exclude relationships with students who are outside her trustee area, and she inquired about providing notice to other board members if she meets with students outside of her area. Ms. Costa said informing the other board members is a respectful practice. Mr. Hernandez said he would like to be informed about the outcome of a meeting in his area in the event he has future involvement. Dr. McKibbin supports renewing connections with students in district groups, not just school groups.

- Board-appointed committees – selection of committee members, student representation and reporting activities to the board

  Mr. Allen stated that with the addition of two board members, the size of board-appointed committees will also grow, and

he proposed the concept of board members selecting committee members from their own trustee area versus throughout the entire district. Superintendent Kern spoke about equal representation throughout the district. Ms. Villescaz said she agrees that equal representation is important and should be a priority, but recruitment is a challenge due to the large time commitment that committees require. Ms. Creason said she likes the idea of having representatives from each trustee area, noting that there is talent throughout the district and it should not be limited by area. Mr. Hernandez supports board members selecting committee members from both in and out of their own trustee area, and he spoke about the importance of committee members being able to work effectively, noting that configuration of the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) may need to be reexamined. Ms. Costa spoke about the structure of the LCAP PAC and said she agrees with Mr. Hernandez that if the committee was board-appointed, then it may allow for better representation across the district. Dr. McKibbin expressed support for being able to choose the best possible applicants regardless of where they reside, and he encouraged making sure that committee members understand the time commitment and the responsibilities of the committee. Board members also made comments and suggestions related to communicating the role of the committee, recruitment, onboarding and periodic contact with appointees.

Mr. Allen then led the board in a discussion on whether students should have a formal or informal role on committees. Board members agreed that if each board member were to each appoint one student to a committee then the size of the committee would become too large and achieving quorum may become a challenge. The board then discussed having one student representative on each committee, either appointed by the board-liaison or through an application process, in order to allow students to have an equal voice and vote. Superintendent Kern noted that student feedback and input is much more robust now than in the past.

Mr. Allen asked board members to consider how they would like committees to report to the board. Ms. Villescaz expressed support for consistent written reports, but she is cognizant of not adding more work to the committee. Ms. Creason requested more time to reflect on this topic. Dr. McKibbin supports more committee reports. Ms. Villescaz suggested having a yearly schedule for committee reports.

- Board discussion and reports – expectations and norms to provide equal voice and structures to support board members' reports

  Board members discussed items related to time limits for board reports, asking technical questions in advance unless it is an item that needs to be discussed publicly, and indicating a desire to speak by turning on the microphone rather than each board member being called on individually.

The second area of discussion (logistics and mechanics) was broken down into four sub-topics: participation in graduations, meeting adjustments, requesting agenda items and meeting materials.

- Participation in graduations – build connections with students in each area and formal/informal voice

  Superintendent Kern proposed that board members certify the graduating class rather than giving speeches and that two board members attend each graduation – one in their trustee area and one outside their trustee area. Ms. Villescaz supports certifying the class, rather than making a speech, and she supports attending graduations outside her area. Ms. Costa said she agrees with the proposed changes, noting that student speeches are the most powerful. Ms. Creason noted that her trustee area has two high schools, and she likes the framework but supports flexibility as unexpected issues arise. Mr. Hernandez said he likes giving a speech but supports board members certifying the graduating class, and he supports the idea of attending one graduation in his area and one graduation out of his area. Dr. McKibbin said he enjoys giving a speech at graduation.

- Meeting adjustments – time for meetings/adjusting start time and impact on closed session

  The board discussed adjusting the meeting start time to 6:00 p.m. to allow for more discussion time with the addition of two board members. Ms. Villescaz was not supportive of adjusting the meeting start time due to work commitments, and she noted that regular board meetings typically do not run too late. Mr. Hernandez would like to keep the start time the same for now and take a wait and see approach about the length of the meetings with the addition of two board members. Ms. Creason said she believes public participation is better with a 6:30 p.m. start time, and she noted that shorter agendas might be a way to cut time, if needed, which would also allow for discussing agenda items on a deeper level. Mr. Hernandez appreciates staff giving presentations that cover important information for the community. Ms. Villescaz said she appreciates the lived experiences that are included in presentations. Ms. Costa said she likes the real-life stories and she supports shorter agendas in order to take a deeper dive into topics. Dr. McKibbin reiterated that he enjoys the real-life stories and workshops, which provide a valuable opportunity for the board to talk to each other about development.

- Requesting agenda items – individual member request vs board request for agenda items and staff added agenda items

  Superintendent Kern explained how some districts require a majority vote of the board to get an item on the future agenda. Ms. Creason said she likes the idea of a majority vote, which offers a transparent process to allow different interests to come to the table and it prevents undo pressure on the board president and superintendent to decide.

- Meeting materials – an opportunity to ponder how we can make board packets even more efficient and useful and a variety of services with unique feature sets

  Mr. Allen explained that staff is in the process of vetting multiple online platforms to allow for board meeting materials to be provided to board members electronically, as well as providing other helpful features for staff and the public such as searching and indexing. Mr. Hernandez talked about the impact of the amount of paper, noting that he prefers receiving supporting documents in a digital format only. Ms. Villescaz supports starting the transition to electronic, while still making it optional to request a paper copy. Ms. Costa said she would like an electronic packet to have the ability for note taking and highlighting. Ms. Creason shared that she supports the transition, would also like the ability for note taking and highlighting, inquired about the technology expectation, and would still like to offer the option to request a printed copy. Dr. McKibbin agreed that it is not necessary to print large supporting documents.

  Ms. Villescaz expressed support for continuing the norm of governing as a full district related to budget items, which Superintendent Kern said could be addressed as a core statement in the budget book and/or Governance Handbook.

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

Closed Session (C)
The workshop was recessed at 5:48 p.m., with the board convening in closed session at 5:50 p.m. to discuss with negotiator Daniel Thigpen, Senior Director, Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

Reconvene Open Session/Pledge of Allegiance (D)
At 6:30 p.m., the meeting was called back to order by the president Dr. Michael McKibbin. Four members of the Del Campo High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (E)
It was moved by Ms. Villescaz, seconded by Ms. Creason, that the minutes of the March 22 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

High School Student Council Reports (F-1)
High School Student Council representatives Christian Cabral and Adella Todd from Del Campo High School and Courtney Endres and Jordan Saltonstall from Mesa Verde High School updated the board on the goals, activities and achievements at their respective schools.

Board-appointed/District Committees (F-3)
Myel Jenkins, chair of the Curriculum and Standards Committee, provided an update on the work of the committee, noting that the committee unanimously decided to move both the instructional materials adoptions and the new high school courses board items to the board for consideration.

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

Visitor Comments (G)
Deborah Woolley provided information and spoke about the COVID vaccine.

Consent Calendar Approved (H-1/H-7)
It was moved by Ms. Villescaz, seconded by Mr. Hernandez, that the consent calendar items H-1 through H-7 be approved. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

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

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

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

Gifts (H-4)
Acceptance of gifts to Mesa Verde High School.

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

Grant: After School Education and Safety Program Renewal (H-6)
Approval to implement the following grant, if funded: After School Education and Safety (ASES) Program Renewal 2022-2025.

Resolution No. 4013: Lease Amendment No. 1 Starr King K-8 School Transitional Kindergarten/Kindergarten New Construction Projects (H-7)
Adoption of Resolution No. 4013 approving the first amendment to the lease agreement for the Starr King K-8 School transitional kindergarten/kindergarten new construction project no. 147-9512-P1 between San Juan Unified School District and Otto Construction.

Instructional Materials Adoptions (J-1)
Assistant Superintendent of Secondary Education and Programs Kristan Schnepp presented the topic and then introduced Director of Professional Learning and Curriculum Innovation Nicole Kukral who shared the current list of curriculum pilots and explained the small adoption process. Science and Health Program Specialist Paula Baucom explained the details of the adoption selection process, including the select criteria and stages of the process. Ms. Baucom noted that the adoption process for Physics of the Universe has been postponed until spring 2023 since pilot teachers were unable to support either program after completing the pilot process. Instructional Technology and World Languages Program Specialist Nicole Naditz reviewed the materials cost for the science, health and Spanish adoptions, including expenses for technology and professional learning.

Public Comment:
Jennifer Morgan spoke regarding the biology adoption and encouraged revisiting the purpose of board-advisory committees.

Board members made comments and posed questions related to the biology adoption, the work of the Curriculum and Standards Committee and the postponement of the Physics of the Universe adoption, which staff addressed. Action was scheduled for April 19.

New High School Courses (J-2)
Ms. Schnepp presented the topic and then introduced Ms. Kukral who reviewed the list of new proposed high school courses for 2022-2023, which includes three courses: Environmental Science (3rd year science course), Mural Design (Encina) and College and Career Readiness (Del Campo High School). There being no questions from the board, action was scheduled for April 19.

2022-2023 Board Meeting Dates (J-3)
It was moved by Ms. Villescaz, seconded by Ms. Creason, to approve the board meeting dates for the 2022-2023 school year as presented. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

Board Reports (K)
Ms. Villescaz congratulated the Mira Loma High School speech and debate team and the Bella Vista High School moot court team for their successes, and the three classified employees of the year who moved on to the county level competition. Ms. Villescaz also reported that she attended the San Juan teacher of the year nominee reception, that she was a co-presenter at the National School Boards Association conference and she acknowledged the victims of the violence that took place in the Sacramento area in the past few days.

Ms. Creason shared that she participated in a poster project at La Vista Center, she attended the You Light the Way awards ceremony and she acknowledged Cesar Chavez Day and his legacy. Ms. Creason also reported that she will be visiting the

baby goats at Casa Roble Fundamental High School, that the next Special Education Community Advisory Committee meeting will take place in person on April 20, and she echoed the comments made by Ms. Villescaz about the recent violence in Sacramento and asked that the meeting be adjourned on behalf of the lives lost this past weekend.

Dr. McKibbin reported that he attended the Family and Community Engagement virtual conference and the San Juan teacher of the year nominee reception, and he visited Oakview Community Elementary School.

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

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

Adjournment (N)
At 7:28 p.m., there being no further business, the regular meeting was adjourned.

_____	_____
Michael McKibbin, Ed.D., President	Kent Kern, Executive Secretary

Approved: _____
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SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

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

MEETING DATE: **04/19/2022**

SUBJECT: California School Bus Driver's Appreciation Day

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

DEPARTMENT: Transportation

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. A-414 proclaiming April 26, 2022, as California School Bus Driver's Appreciation Day.

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

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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

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

PREPARED BY: Paul Oropallo, Assistant Superintendent, Human Resources

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

Resolution No. A-414

CALIFORNIA SCHOOL BUS DRIVER'S APPRECIATION DAY
April 26, 2022

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

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education hereby proudly proclaims April 26, 2022, as California's School Bus Driver's Appreciation Day to be celebrated by the district and community.

Attested to this
19th day of April, 2022

Kent Kern
Superintendent of Schools

Michael McKibbin, Ed.D., President

Zima Creason, Vice President

Pam Costa, Clerk

Saul Hernandez, Member

Paula Villescaz, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

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

MEETING DATE: **04/19/2022**

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. A-413 proclaiming the week of May 6-12, 2022, as National Nurses Week and May 11, 2022 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-413

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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., Assistant Superintendent, Educational Services DC
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. A-413

NATIONAL NURSES WEEK AND NATIONAL SCHOOL NURSE DAY
May 6 - 12, 2022

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, 2022, as National Nurses Week and May 11, 2022, 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 19th day of April 2022.

Attested to this 19th day of April 2022

_____
Kent Kern, Superintendent of Schools

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Michael McKibbin, Ed.D., President

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Zima Creason, Vice President

_____
Pam Costa, Clerk

_____
Saul Hernandez, Member

_____
Paula Villescaz, Member

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 04/19/2022
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	
Certificated	1
Classified	1
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	1-9
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1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Promotion	Barsdale, Stacy	Prob	Assistant Director, Special Ed	Special Education-Kenneth	04/04/22
Promotion	Finney, Kristin	Prob	Principal K/6	Mariposa	04/20/22

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Concklin, Sawyer	Temp	Teacher- Grade 9/12	El Camino	03/31/22 06/09/22
New Hire	Hollwager, Ashley	Prob	Tch-Moderate/Severe K/12	Mesa Verde	03/08/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Geyer, Heather	Prob	Tech Support Specialist I	Technology Services	04/04/22
New Hire	Piaweray, Khkula	Prob	Instructional Assistant II	Howe Avenue	04/04/22
New Hire	Woodard, Wayland	Prob	Community Safety Specialist	Safe Schools	04/04/22
Rehire	Verdin, Jose	Prob	School/Com Interv Spec I	Katherine Johnson	04/01/22

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid	Bell, Christian	Perm	Tch-Moderate/Severe K/12	Ralph Richardson	03/29/22 06/09/22

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Barker, Cassiopia	Perm	Teacher Grade 9/12	El Camino	04/01/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Alokozai, Basira	Perm	Nutrition Services Worker I	Kingswood	03/25/22
Resignation	Baqeri, Robaba	Perm	Non-Instruct Support Aide	Ralph Richardson	04/04/22
Resignation	Bassett, Emily	Perm	High School Secretary II	Del Campo	04/08/22
Resignation	Beltran Delgado, Carlos	Prob	Sch/Comm Interv Spec I	Katherine Johnson	03/25/22
Resignation	Celiceo, Lauren	Perm	High School Secretary I	Del Campo	04/08/22
Resignation	Chinco, Carla	Perm	Bus Driver	Transportation	02/16/22
Resignation	Collado, Christian	Perm	Sp Ed Campus Interv Sup	La Vista	03/17/22
Resignation	Davis, Joshua	Perm	Instructional Assistant III	Mariemont	04/05/22
Resignation	Domino, Janee	Perm	Instructional Assistant II	Mission Avenue	04/04/22
Resignation	Northern, Shirlene	Prob	Non-Instruct Support Aide	Marvin Marshall ECE	01/28/22
Resignation	Rubio Corona, Manuel	Prob	Custodian	Del Campo	04/01/22
Resignation	Salluzzo, Alfred	Prob	School Playground Rec Aide	Whitney Avenue	03/29/22
Resignation	Sanchez, Bryan	Perm	Campus Monitor	Sylvan	03/17/22
Resignation	Ward, Tameka	Prob	Sch/Comm Interv Assistant	Greer	03/28/22
Resignation	Yousufi, Shuja	Prob	Inst Asst- Bilingual-Farsi	Early Childhood Education	03/25/22

4. JOB DESCRIPTION / SALARY RANGE CHANGE

CERTIFICATED SUPERVISORY

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Director Secondary Education	SJAA	Update	25	N/A	04/20/22

MANAGEMENT

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Manager, Expanded Learning and Prevention Programs	SJAA	Update	15	N//A	04/20/22

4. JOB DESCRIPTION / SALARY RANGE CHANGE (Continued)

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Expanded Learning Program Assistant	CSEA	New	N/A	19B	04/20/22
Expanded Learning Program Site Facilitator	CSEA	New	N/A	30	04/20/22
Expanded Learning Program Specialist	CSEA	New	N/A	35	04/20/22
Supervisor Expanded Learning Programs	SJSA	New	N/A	A-30	04/20/22

5. CABINET CONTRACTS/EXTENSION OF CONTRACT

Type	Name	Assignment	Location	Effective Date (s)
Addendum	Calvin, Debra	Assistant Superintendent, Educational Services	Teaching and Learning	04/20/2022

POSITION TITLE: Director for Secondary Education

DEFINITION: Under the direction of the Assistant Superintendent of Secondary Education ***and Programs***, assumes administrative responsibility for the supervision and the operation of assigned secondary schools.

DIRECTLY RESPONSIBLE TO: Assistant Superintendent of Secondary Education ***and Programs***

SUPERVISION OVER: Middle and high school principals as assigned, other certificated and classified employees as assigned.

DUTIES AND RESPONSIBILITIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Provides school/classroom-based coaching to assigned secondary principals to support their instructional leadership to improve student learning.
2. ***Provides professional development opportunities to teachers, administrators and counselors to improve the LEA's A-G completion rate.***
3. Assists in the development and delivery of professional learning for secondary administrators.
4. Supports secondary administers in their development and delivery of professional learning to improve student learning at their schools.
5. ***Support schools in developing comprehensive advising plans and pupil supports, including tutoring programs.***
6. ***Support school in expanding access to coursework to satisfy A-G course requirements to all students.***
7. ***Support schools in developing SEL and academic support to improve student outcomes to unduplicated students (i.e. English learner, foster youth, low income, etc.).***
8. ***Support schools in increasing enrollment of students in honors, A-G, AP and IB courses.***
9. Supports secondary schools in their efforts to implement the District's Strategic Plan and the development and implementation of their site strategic plan.
10. Supervises and evaluate all assigned principals.
11. Assists in the planning, implementation and evaluation of appropriate recommendations from the state and federal governments regarding secondary education reform.
12. Interprets District and state test results to secondary principals, co-administrators and department chairpersons for the purposes of program evaluation and improvement of student learning.
13. Assists in the process of selection of instructional materials and equipment for all secondary school programs.
14. Implements program changes in secondary education resulting from new legislation.
15. Leads regular meetings with secondary administrators.
16. Assists in recruitment, screening and selection of secondary school administrators.
17. Develops and monitor budgets.

18. Performs related duties as assigned.

QUALIFICATIONS:

Education and Experience:
Master's degree or higher and management experience with progressively increasing responsibility; experience as a secondary principal. Appropriate California Teaching Credential; Administrative Services Credential.

Licenses and Certificates:
- Valid Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license

Knowledge, Skills, and Abilities:
- Knowledge of applicable education code, administrative and board policy, federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility
- Knowledge of principles and practices of modern management including personnel administration, administrative planning, organizational development, budgeting, collective bargaining, purchasing and information processing
- Knowledge of funding sources for secondary schools and programs and the variety of related regulations, controls and reporting procedures
- Knowledge of interpersonal skills using tact, patience and courtesy
- Knowledge of budget preparation and control
- Knowledge and skill in the use of computers and assorted software programs
- Ability to direct curriculum development, improvement and articulation at the secondary school site level
- Ability to select, train, lead and evaluate staff relative to program objectives
- Ability to interpret district and state assessment results
- Ability to ensure all programs and activities are operated within the limits and intent of the state and federal law
- Ability to work collaboratively with leaders of other administrative programs and labor management groups
- Ability to prepare and submit reports and other documents
- Ability to monitor and interpret applicable legislation
- Ability to attend regularly scheduled meetings of the Board of Education
- Ability to serve as staff liaison to board appointed committees
- Ability to understand and follow verbal and written instruction
- Ability to work independently, with minimal direction, and make decisions within the framework of established guidelines
- Ability to communicate effectively both verbally and in writing with administrators, staff, and the community
- Ability to work effectively with all levels of district staff, parents, labor leaders, and the community
- Ability to analyze data and situations and adopt an effective course of action
- Ability to establish priorities and meet deadlines
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- Continuous contact with staff and the public

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, standing or remaining in a stationary position for extended periods of time
- Physical, mental and emotional stamina to endure long hours, under sometimes stressful conditions
- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:
- Ability to work additional hours and weekends on occasion
- Ability to travel locally to attend meetings and other events

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 5/25/2010
Revised: PENDING BOARD APPROVAL

JOB DESCRIPTION

Position Code: 678
Classified Group: SJAA
Salary Range: 15
Work Calendar: 003

POSITION TITLE: Manager, ~~After School~~ ***Expanded Learning and Prevention Programs***

DEFINITION: Under direction, administers ~~after school~~ expanded learning, prevention and other support programs and grants. Responsibilities include management of the development, implementation, supervision and evaluation of program activities during the school year and during summer.

DIRECTLY RESPONSIBLE TO: Director, ~~Pupil Personnel~~ ***Student Support*** Services

SUPERVISION OVER: Classified staff as assigned

DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Plans, organizes, and manages expanded learning programs including Bridges/ASSETS After School, prevention, intervention and other school-based support programs and activities.
2. Serves as liaison to schools, district and state regarding the planning, implementation and evaluation of ~~extended~~ ***expanded*** learning ***programs including Bridges/ASSETS After School, prevention*** and ***special*** support programs and activities.
3. Plans, coordinates and facilitates various stakeholder and program meetings with staff, school personnel, district management, community representatives and agency partners.
4. ***Manages*** ~~Coordinate~~ the marketing and promotion of ~~extended~~ ***expanded*** learning ~~and support~~ programs ***including Bridges/ASSETS After School, prevention, and special support programs*** with community, staff and district.
5. Coordinates training, communication, service delivery, and data collection with designated program school sites, district personnel and collaborative agencies.
6. Coordinates data collection for program evaluation, prepare reports and makes programmatic recommendations based on evaluative outcomes.
7. ***Develops and updates policies and procedures related to expanded learning programs for the department and the district and ensures compliance with state and federal requirements of expanded learning programs.***
8. ***Serves as a liaison of the district for state, county, and community officials regarding the implementation and evaluation of expanded learning programs.***
9. ***Develops and submits state and federal reports required for expanded learning programs.***
10. ***Manages the facilitation of the Child and Adult Care Food Program for expanded learning programs and coordinates with Nutrition Services to ensure program requirements are met.***
11. Develops, monitors, and maintains program budget, including revenue and expenditures, reporting to funding source and meeting district accounting and budgetary requirements.
12. Analyzes and verifies financial reports and statements, accounts and revenue and expenditure records.
13. Monitors all attendance records and financial accounts to ensure fiscal accountability.

14. Analyzes and projects student ***attendance and participation*** ~~ADA~~ for extended learning and ***prevention*** ~~intervention~~ programs.
15. Researches availability of funds and ***assists in the preparation of*** ~~prepare~~ grant proposals.
16. Ensures compliance with state and federal guidelines related to extended learning and ***prevention*** ~~intervention~~ programs.
17. Prepares and submits district, state and federal reports.
18. Prepares information for district and state auditors.
19. Initiates staffing requests and assists in the recruitment, interviewing and recommendation for employment of ~~certificated and~~ classified personnel.
20. Develops, coordinates, trains, implements and supervises the extended learning programs and ***prevention*** ~~intervention~~ staff.
21. Conducts program visits and observations for program ***supervision*** ~~supervisor~~ and evaluation.
22. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:

Any combination of training, education, and experience equivalent to a Bachelor's degree in business, education or a related field and three (3) years of increasingly responsible experience which demonstrates the ability to plan, coordinate and monitor special school programs, grants and special projects.

Knowledge, Skills, and Abilities:

- Knowledge of laws, rules, regulations, policies and procedures applicable to expanded learning programs
- Knowledge of related Education Code requirements; knowledge and skills in the administration of extended expanded learning and intervention prevention programs
- Knowledge and skill in the areas of program and staff evaluation
- Knowledge of assessment and evaluation, collaborative service delivery and program-related strategies
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge and skill in the use of computers and associated software programs
- ~~Skill in~~ ***Knowledge of*** organizational and time management techniques
- ~~Skill in interpersonal communications with students, parents, staff and administration~~
- ~~Skill in presenting effective oral and written communications~~
- ~~Ability to effectively work with students, school personnel, parents and community agencies~~
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with administrators, staff, students, parents, and the community
- Ability to work effectively with all levels of district staff, parents, students, and the community

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time
- Operates office equipment requiring repetitive hand movement and fine coordination
- Transport, move, and lift objects and program supplies weighing up to 25 pounds with assistance

Other Characteristics:

- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved:	2/14/2006
Revised:	5/4/2007
Revised:	8/13/2014
Revised:	TBD

JOB DESCRIPTION

Position Code: TBD
Classified Group: CSEA
Salary Range: 19B
Work Calendar: 001

POSITION TITLE: Expanded Learning Programs Assistant

DEFINITION: Under direction of assigned supervisor and site facilitator, performs a variety of academic support, enrichment and recreational activities for students; engages students in active and meaningful experiences; and performs routine clerical work.

DIRECTLY RESPONSIBLE TO: Supervisor, Expanded Learning Programs

SUPERVISION OVER: N/A

DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Provides additional support to students participating in expanded learning programs which may include support with homework, enrichment activities, recreational activities, etc.
2. Maintains contact with and informs program site facilitator of any need and/or concerns related to the expanded learning program activities, student progress, or related concerns.
3. Receives expanded learning program related documentation and routes to the appropriate level of staff for processing.
4. Assists with maintaining accurate expanded learning program files and records related to programs or activities.
5. Maintains, cleans, and organizes expanded learning program areas and enforces indoor and outdoor safety rules.
6. May assist with preparing materials related to presentations and/or workshops provided by expanded learning program staff.
7. May assist with maintaining an inventory of program related supplies and notifies appropriate expanded learning program staff of low quantities to be replenished.
8. Assists in organizing, preparing, and distributing snacks/meals in accordance with Child Adult Care Food Program requirements, and may be required to pick up and deliver orders for assigned school site.
9. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:

High school diploma or recognized equivalent; must pass the district's applicable proficiency test or provide official transcripts demonstrating the completion of 48 semester/60 quarter units or proof of a two-year degree or higher; previous experience working with school-age children is preferred.

Knowledge, Skills, and Abilities:

- Knowledge of laws, rules, regulations, policies and procedures applicable to expanded learning programs
- Knowledge of interpersonal skills using tact, patience, and courtesy

- Knowledge and skill in the use of computers and associated software programs
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with administrators, staff, students, parents, and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, parents, students, and the community
- Ability to read, understand, interpret and explain policies and procedures related to expanded learning programs
- Ability to maintain consistent, punctual, and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Outdoor recreation areas
- Moderate noise
- Continuous contact with staff

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, reaching above shoulders, stooping, kneeling, crouching, or remaining in a stationary position for extended periods of time
- Operates office equipment requiring repetitive hand movement and fine coordination
- Transport, move, and lift objects and program supplies weighing up to 25 pounds with assistance

Other Characteristics:
- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: TBD

JOB DESCRIPTION

Position Code: TBD
Classified Group: CSEA
Salary Range: 30
Work Calendar: 001

POSITION TITLE: Expanded Learning Programs Site Facilitator

DEFINITION: Under general supervision, responsible for supporting the daily operations of expanded learning programs for grades TK-12 of an assigned school site; provides technical assistance to assist with the delivery of expanded learning programs, community engagement and developing community partnerships.

DIRECTLY RESPONSIBLE TO: Supervisor, Expanded Learning Programs

SUPERVISION OVER: Volunteer groups, as assigned

DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Provides technical guidance and support of expanded learning programs resources and procedures for assigned school site.
2. Provides support to students for expanded learning programs by maintaining program schedules, homework assistance, enrichment activities, recreation activities, snack/meal distribution, and other program related activities.
3. Promotes expanded learning program and provides parents or guardians with information related to expanded learning programs.
4. Communicates with parents, staff, and others to provide information related to expanded learning program activities, student progress, program enrollment, attendance, or related concerns.
5. Collaborates with program and district staff to recommend site expanded learning program activities and ensures alignment with established program requirements and school-wide supports and policies.
6. Responsible for tracking student referrals to community-based resources and may refer students and parents to program-related resources and services.
7. Responsible for ensuring compliance with expanded learning program policies and procedures at an assigned school site.
8. Responsible for overseeing students participating in expanded learning programs and ensures school-site and district safety protocols are followed for assigned school site.
9. Maintains and updates community resource network information and provides referrals for services and resources to students and parents.
10. Assists with delivering presentations and workshops to promote expanded learning programs and services available to students, staff, and parents.
11. Conducts parent/family orientations and promotes parent/family participation in related activities and/or events for assigned school site.
12. Reviews records and documentation for completeness and accuracy and maintains expanded learning program files related to program activity, incidents, attendance, concerns, or other related areas for assigned school site.
13. Responsible for the accuracy and tracking of attendance data entry into expanded learning program database.

14. Collaborates with expanded learning program stakeholders to review and recommend continuous quality improvement activities at an assigned school site.
15. Maintains an inventory of program related supplies and submits orders to purchase additional supplies within the allocated budget.
16. May provide information and recommendations to assist with the development and evaluation of expanded learning program strategies.
17. May oversee volunteers assigned to support expanded learning program activities for assigned school site.
18. Participates in the preparation for local, state, and federal program reviews or audits.
19. Oversees snacks/meals delivery and ordering process, collaborating with Nutrition Services, in accordance with Child Adult Care Food Program requirements and maintains accurate tracking of receipt and distribution of snacks/meals.
20. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:

Education equivalent to graduation from a two-year college, preferably in a human services field, and related work experience which demonstrates the ability to perform the duties of the position. Additional qualifying experience may be substituted for the required education on a year-for-year basis.

Knowledge, Skills, and Abilities:

- Knowledge of laws, rules, regulations, policies and procedures applicable to expanded learning programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge and skill in the use of computers and associated software programs
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with administrators, staff, students, parents, and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, parents, students, and the community
- Ability to read, understand, interpret and explain policies and procedures related to expanded learning programs
- Ability to maintain consistent, punctual, and regular attendance

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Inspect documents and other written materials with fine print

- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time
- Operates office equipment requiring repetitive hand movement and fine coordination
- Transport, move, and lift objects and program supplies weighing up to 25 pounds with assistance

Other Characteristics:

- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: TBD

JOB DESCRIPTION

Position Code: TBD
Classified Group: CSEA
Salary Range: 35
Work Calendar: 001

POSITION TITLE: Expanded Learning Programs Specialist

DEFINITION: Under general supervision, provides technical support and guidance to site administration, staff, parents, and students in grades TK-12 for expanded learning programs and related services; responsible for developing and supporting community partnerships and expanding resources and services for the expanded learning programs; may be assigned to a specific region or regional team within district attendance boundaries.

DIRECTLY RESPONSIBLE TO: Supervisor, Expanded Learning Programs

SUPERVISION OVER: N/A

DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Engages with students, parents, and applicable staff regarding attendance, behavior and other issues occurring in the expanded learning programs.
2. Assists with making referrals to community-based resources and may refer students and parents to program-related resources and services.
3. Responsible for organizing volunteers to assist in providing expanded learning program services and resources to students and parents.
4. Responsible for developing and expanding network of partnerships and community resources to support expanded learning programs.
5. Provides coaching and technical assistance to site facilitators, program assistants, and recreation aides, as assigned.
6. Responsible for maintaining and generating records and reports documenting expanded learning program activity for assigned areas of responsibility.
7. Reviews site activity plans, conducts site observations, and provides technical assistance with developing strategies to ensure program activities meet grant requirements.
8. Supports with the implementation of expanded learning program at the program and district-wide levels.
9. Develops and reviews program activity plans, program materials and guidelines, and makes recommendations for district, school-site, and/or regional implementation.
10. Assists with training staff on expanded learning program procedures, requirements and quality standards, as assigned.
11. Facilitates presentations and workshops to promote expanded learning programs and services available to students, staff, parents, and the community.
12. Ensures quality academic support, enrichment and/or recreational activities for expanded learning programs.
13. Supports and monitors program enrollment, attendance tracking, program site budgets, and other required paperwork for expanded learning programs.
14. Assists with evaluating expanded learning program effectiveness and performs program assessments and site observations, as assigned.
15. May substitute in expanded learning programs to ensure required staff/student ratios are met, as needed.

16. Assists in providing feedback and recommendations for the development of grant program plan design for expanded learning programs.
17. Reviews program supply orders and expenditures to ensure program grant funding is utilized in accordance with applicable regulations and requirements.
18. Assists with advertising and promoting expanded learning program resources and services available to students.
19. Collaborates with law enforcement agencies, parks and recreation department, community-based organizations, and local businesses to develop partnerships for expanded learning opportunities for students.
20. Attends district, regional, or school-site planning meetings, conferences, or workshops related to expanded learning programs.
21. May conduct student and family interviews/meetings for focus groups to evaluate the effectiveness of implemented programs, as needed.
22. May assist program staff in meeting with students and families to address student behavior, enrollment, or attendance issues.
23. Assists supervisor to ensure snack/meal process in expanded learning programs is conducted according to Child Adult Care Food Program requirements including facility reviews, accurate snack delivery tracking reports, staff training, and preparation for administrative reviews.
24. Performs other duties as required.

QUALIFICATIONS:

Education and Experience:
Graduation from an accredited four-year college or university with major course work preferred in social work, counseling, human services, sociology, psychology, education, or a closely related field; previous experience with expanded learning programs and services is preferred; Additional qualifying experience may be substituted for up to two years of the required education on a year-for-year basis.

Licenses and Certifications:
- Valid California Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license

Knowledge, Skills, and Abilities:
- Knowledge of laws, rules, regulations, policies and procedures applicable to expanded learning programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge of data collection practices and report writing techniques
- Knowledge and skill in the use of computers and associated software programs
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with administrators, staff, students, parents, and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, parents, students, and the community
- Ability to analyze situations and adopt an effective course of action
- Ability to establish priorities and meet deadlines

- Ability to read, understand, interpret and explain policies and procedures related to expanded learning programs
- Ability to maintain consistent, punctual, and regular attendance
- Ability to compile and analyze information aid prepare reports

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- Continuous contact with staff

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time
- Operates office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:
- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: TBD

JOB DESCRIPTION

Position Code: TBD
Classified Group: SJSA
Salary Range: A-30
Work Calendar: 001

POSITION TITLE: Supervisor, Expanded Learning Programs

DEFINITION: Under direction, plans, develops, coordinates, and supervises expanded learning programs and grants involving administration, staff, parents, students in grades TK-12, regional teams, funding sources and the community within district attendance boundaries.

DIRECTLY RESPONSIBLE TO: Manager, Expanded Learning and Prevention Programs

SUPERVISION OVER: Classified staff as assigned

DUTIES AND RESPONSIBILITIES: (Any one position may not include all the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Collaborates with site administrators, program staff, parent groups, and community leaders and businesses to develop, coordinate, and evaluate program services and resources.
2. Provides technical planning and direction to oversee the implementation and coordination of all expanded learning and grant activities, as assigned.
3. Responsible for supporting, developing, and revising program activity plans and ensures quality academic support, enrichment activities, and recreational activities for expanded learning programs, as assigned.
4. Supervises, trains, and evaluates the performance of assigned staff and assists with disciplinary actions and meetings as necessary.
5. Identifies and reviews staffing needs, ensuring student to staff ratios are met, with department management and participates in the interview and selection process of candidates.
6. Prepares a variety of reports and maintains accurate records related to assigned staff and areas of responsibility.
7. Responsible for the marketing and promotion of supervised expanded learning programs district-wide and throughout the surrounding communities of the district.
8. Assists with developing annual program budget estimates and continuously monitors individual program and grant budgets.
9. Performs program assessments and site observations to evaluate the effectiveness of expanded learning programs, grants, and related activities and provides recommendations for process improvements to management.
10. Develops and supervises in-service instruction for staff and volunteers on program objectives and procedures.
11. Conducts program enrollment process.
12. Ensures accurate program attendance reporting.
13. Provides leadership in organizing, coordinating, conducting, and evaluating assigned special events, workshops, conferences, and forums.
14. Collects statistics and related data for program evaluation.
15. Gathers data and researches information for proposals for the creation and coordination of new and revised programs and program plans.
16. Provides information and assists in developing strategies for effective utilization of funding.
17. Schedules and leads staff meetings.

18. Facilitates and leads one-on-one or group meetings with individuals, staff, or community agencies impacted by expanded learning program services.
19. Attends advisory committee, council meetings, and board meetings, as required.
20. Serves as a representative of assigned regional team on steering committees and attends program related conferences and workshops.
21. Serves as a program liaison to meet with district staff, students, parents, community agencies and partners to convey applicable information, needs, interests, and concerns.
22. May assist management with routine and special projects including compliance reviews.
23. Ensures snack/meal process for expanded learning programs is conducted according to Child Adult Care Food Program requirements including facility reviews, accurate snack delivery tracking reports, submission of monthly claims, staff training, and preparation for administrative reviews.
24. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Graduation from an accredited four-year college or university with major course work preferred in social work, counseling, human services, sociology, psychology, education, or a closely related field. Experience in student/community education, substance abuse prevention expanded learning programs, experience in planning and implementing programs and services for students, staff and families or other related experience which demonstrates the ability to perform the duties of the position may be substituted for up to two years of the required education for a year-for-year basis.

Knowledge, Skills, and Abilities:

- Knowledge of rules, regulations, laws and applicable education code provisions relating to expanded learning programs
- Knowledge of community resources
- Experience in enrichment, academic support, and recreation facilitation with children or adolescents
- Ability to supervise and coordinate multi-site activities
- Ability to prepare and present oral and written reports, clearly and concisely
- Ability to give direction and explain procedures and expectations clearly
- Ability to supervise, evaluate and assess the work of subordinate employees
- Ability to analyze unfamiliar situations and problems and take appropriate action with tact and
- diplomacy
- Ability to establish priorities and deadlines and plan work with only overall objectives defined
- Ability to establish and maintain effective working relationships with administration, staff, community members and other groups
- Ability to read and understand state and federal guidelines, program requirements, and written
- reports
- Ability to compile and analyze information and prepare reports

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise

- Continuous contact with staff

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Inspect documents and other written materials with fine print
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Move about facilities to conduct work, including walking, sitting, or remaining in a stationary position for extended periods of time
- Operates office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:

- Ability to work additional hours and attend evening meetings on occasion
- Ability to travel locally to attend conferences/seminars and other events periodically

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: TBD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 04/19/2022

APPROVED:
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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

Purchasing Contracts Board Report
Change Orders/Amendments

March 23, 2022 - March 29, 2022

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
204122	3/17/2022	West Coast Paper	Additional paper supplies	$ 96,000.00	$ 125,000.00	$ 24,000.00	$ 245,000.00	213 - Nutrition Services

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
206375	3/27/2022	Black Youth Leadership Project	Extension of dates only - new term: 3/22/22-11/22/22	$ 34,875.00	$ -	$ -	$ 34,875.00	505 - Equity

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
205758	3/28/2022	Lionakis	C/O#1 Additional survey of the site for project 055-9512-P1 K. Johnson New Construction Project	$ 2,500,000.00		$ 70,800.00	$ 2,570,800.00	216 - Facilities
203655	3/28/2022	Vanir Construction Management, Inc.	C/O #1 Additional time for Starr King 147-9512-P1 New Construction project	$ 223,841.00		$ 60,000.00	$ 283,841.00	216 - Facilities
203648	3/28/2022	Vanir Construction Management, Inc.	C/O #1 Additional time for Mira Loma 205-9513-P1 Outdoor Learning project	$ 172,363.00		$ 20,000.00	$ 192,363.00	216 - Facilities
203649	3/28/2022	Vanir Construction Management, Inc.	C/O #1 Additional time for Casa 209-9513-P1 Outdoor Learning project	$ 143,434.00		$ 20,000.00	$ 163,434.00	216 - Facilities
6818	3/28/2022	Verde Design	C/O #9 for Mesa Outdoor Learning project 210-9513-P1 addition of the basketball court relocation	$ 675,605.00	$ 192,696.50	$ 31,495.00	$ 899,796.50	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 23, 2022 - March 29, 2022

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

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/26/2022	TBD	22-219	MCM Roofing Company Inc.	New roof for Laurel Ruff DM project 163-9233-P1	$ 911,932.00	216 - Facilities
26	3/26/2022	TBD	22-219	MCM Roofing Company Inc.	New roof for Oakview DM project 137-9233-P1	$ 1,302,500.00	216 - Facilities

Other Contracts

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

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	3/28/2022	TBD	21-125	Vanir Construction Management, Inc.	Construction management for Mesa Verde Outdoor Learning project 210-9513-P1	$ 745,000.00	216 - Facilities

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

March 23, 2022 - March 29, 2022

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

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	3/26/2022	Contract Number 2019-001535, University of California System-wide RFP Audio Visual Goods and Service	OMNIA Partners	Audio Visual Goods and Service	November 10, 2019 through November 8, 2024 with the opition to renew for three (3) additional (1) year periods through November 8, 2027

Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar

March 23, 2022 - March 29,2022

Fund	Date	Site/ Department	Vendor Name	Description
01	3/27/2022	San Juan Adult Ed	Outreach and Technical Assistance Network (OTAN)	Canvas Trust Agreement

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-4

MEETING DATE: 04/19/2022

SUBJECT: 2020-2021 Audit Reports for Measures J, N, P and S

CHECK ONE:

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

DEPARTMENT: Fiscal Services

ACTION REQUESTED:
The superintendent is recommending that the board accept the 2020-2021 Audit Reports for Measures J, N, P and S as prepared by Gilbert Associates, Inc. (the district's independent auditor for Measures J, N, P and S).

RATIONALE/BACKGROUND:
Each year the agreed-upon procedures for Measure S and the annual financial and performance audit for Measures J, N and P general obligation bonds are conducted by the district's outside auditor. Measures J, N and P are subject to the requirements of Proposition 39, passed in 2000. These audits are for the bond funds for the year ending June 2021 and are conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States.

Gilbert Associates, Inc., has expressed its opinion, "The financial statements referred to Measures J, N and P present fairly, in all material respects, the financial position of the Measures J, N and P Building Fund of the district, as of June 30, 2021, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

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

ATTACHMENT(S):
A: 2021 Final Measure S AUP Report
B: 2021 Final Measure J Bond Report
C: 2021 Final Measure J Prop 39 Report
D: 2021 Final Measure N Bond Report
E: 2021 Final Measure N Prop 39 Report
F: 2021 Final Measure P Bond Report
G: 2021 Final Measure P Prop 39 Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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

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

Strategic Plan: N/A

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

APPROVED BY: Kent Kern, Superintendent of Schools

INDEPENDENT ACCOUNTANTS REPORT ON APPLYING AGREED-UPON PROCEDURES

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

We have performed the procedures enumerated below on San Juan Unified School District (District) management's assertions concerning Measure "S" ballot language and San Juan Unified School District Board of Education Resolution No. 2090 as of and for the year ended June 30, 2021. District management is responsible for evaluating assertions concerning Measure "S" ballot language and San Juan Unified School District Board of Education Resolution No. 2090.

The Board of Education has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of the engagement, which it to assist in evaluating San Juan Unified School District management assertions concerning Measure "S" ballot language and Resolution No 2090 for the year ended June 30, 2021.

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

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

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

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

The procedures and associated findings are as follows:

A. We obtained the Measure S Building Fund detailed general ledger for the fiscal year ended June 30, 2021. We applied the following procedures to this report:

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

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

B. The District's Deferred Maintenance Program was funded at an amount of $2 million for the 2020-2021 fiscal year, which meets the requirement of at least $2 million annually. The $2 million was transferred from the General Fund. We agreed these totals to the District's audited financial statements for the year ended June 30, 2021. No exceptions noted.

C. On June 9, 2020, the 2020-21 Budget was adopted by the Board of Education. Included in the 2020-21 Budget is the School District Criteria and Standards Review. The standard for criterion 7 is to "confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1)." The District met this standard and fulfilled the requirement for budgeting for the Restricted Routine Maintenance Account. For the year ended June 30, 2021, the District fulfilled the requirement by transferring $15,345,725 from the General Fund Unrestricted accounts to General Fund Restricted Routine Maintenance Account. No exceptions noted.

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

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

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

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

TABLE OF CONTENTS
JUNE 30, 2021

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure J Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure J Building Fund of the District, as of June 30, 2021, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure J Building Fund and do not purport to, and do not present fairly the financial position of the District as of June 30, 2021, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 11, 2022, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

BALANCE SHEET
JUNE 30, 2021

ASSETS:	
Restricted cash and cash equivalents	$ 3,555,923
Accounts receivable	15,957
Due from other district funds	3,296,116
Total assets	$ 6,867,996
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 82,994
Fund balance - restricted	6,785,002
Total liabilities and fund balance	$ 6,867,996

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

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE J BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2021

REVENUES:	
Other local sources	$ 45,401
EXPENDITURES:	
Capital outlay	6,141,380
Books and supplies	78,366
Classified salaries	42,587
Contract services and other operating expenditures	29,613
Employee benefits	15,974
Total expenditures	6,307,920
Deficiency of revenues under expenditures	(6,262,519)
OTHER FINANCING SOURCES:	
Transfers in	1,584,758
Change in fund balance	(4,677,761)
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	11,462,763
RESTRICTED FUND BALANCE - END OF YEAR	$ 6,785,002

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

1. ORGANIZATION AND NATURE OF ACTIVITIES

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

These financial statements present only the Measure J General Obligation Bonds Building Fund, which is recorded in sub-Fund 23 (Measure J Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021. These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure J is $70,434,932.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

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

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

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

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

3. RESTRICTED CASH AND EQUIVALENTS

Cash and equivalents as of June 30, 2021, consist of the following:

Cash and equivalents with County Treasury	$	3,554,060
Cash and equivalents with fiscal agents		1,863
Total cash and equivalents	$	3,555,923

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

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

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

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

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

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2021, weighted average maturity of the investments contained in the Treasury is approximately 300 days.

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

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

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. The significant transfers to and from other District Funds were as follows for the year ended June 30, 2021:

Transfers in from other District Funds:

The District's County Schools State Schools Facilities Fund transferred $968,849 to the Measure J Building Fund for the Churchill modernization project.

The District's County Schools State Schools Facilities Fund transferred $615,909 to the Measure J Building Fund for the Sylvan modernization project.

5. COMMITMENTS AND CONTINGENCIES

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

As of June 30, 2021, the Measure J Building Fund has approximately $1.9 million in outstanding commitments on ongoing construction contracts.

OTHER REPORT

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

Independent Auditor's Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure J Building Fund of the San Juan Unified School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated March 11, 2022.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2021

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

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INDEPENDENT AUDITOR'S REPORT

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

We have conducted a performance audit of the San Juan Unified School District (the District) Measure J General Obligation Bonds for the year ended June 30, 2021.

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

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

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

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure J General Obligation Bond funds for the year ended June 30, 2021 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

PERFORMANCE AUDIT
JUNE 30, 2021

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure J General Obligation Bonds (the Bonds) funds for the year ended June 30, 2021 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvement.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2021. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2020, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2021 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

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

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

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

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

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

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

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

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

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

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure J is $70,434,932.

The financial activity related to the Measure J General Obligation Bonds is recorded in sub-Fund 23 (Measure J Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021.

PROCEDURES PERFORMED

We obtained the Measure J Building Fund detailed general ledger for the fiscal year ended June 30, 2021. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure J General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure J Building Fund detailed general ledger for the fiscal year ended June 30, 2021.

- We reconciled the total expenditures as reported in the detailed general ledger of the Measure J Building Fund for the year ended June 30, 2021 to the District's audited financial statements for the year ended June 30, 2021.

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

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

- We selected a sample of 47 expenditures in the fiscal year ended June 30, 2021. The sample was selected to provide a representation across construction projects, vendors, and expenditure amounts. For each selection, we performed the following procedures:

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

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

The District incurred expenditures of $6,307,920 for the year ended June 30, 2021, for the Measure J projects listed in the following Schedule of Activities.

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

PERFORMANCE AUDIT
JUNE 30, 2021

SCHEDULE OF ACTIVITIES

Description			June 30, 2021 Activities
Beginning Balance			$ 11,462,763
Sources:			
Interest			45,401
Other Authorized Interfund Transfers In			1,584,758
		Total Sources	1,630,159
Uses:			
Casa Roble	Furniture		1,391,827
Starr King	Furniture		593,590
Dewey	Furniture		473,326
Whitney	Furniture		460,755
Mission	Furniture		434,699
Charles Peck	Furniture		406,009
District wide	Tech Service Volp		364,632
Cowan	Furniture		300,525
Casa Roble	Flooring		263,858
Deterding	Portable		207,480
Ottomon	HVAC		158,599
Skycrest	Furniture		156,102
Twin Lakes	HVAC		156,003
HR	Furniture		140,486
Cameron Ranch	Furniture		122,602
Casa Roble	Low Voltage		104,582
Lichen	Furniture		92,561
Sierra Oaks	Furniture		91,946
Ralph Richarson	L&I		83,921
Casa Robles	HVAC		77,560
Program	Program		66,479
Rio Americano	Infrastructure		54,403
Bella Vista	HVAC		47,048
Coyle	Furniture		42,720
Carriage	HVAC		9,302
Gold River	MOD		6,906
		Total Uses	6,307,920
		Ending Balance	$ 6,785,002

CONCLUSION

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

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure N Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure N Building Fund of the District, as of June 30, 2021, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure N Building Fund and do not purport to, and do not present fairly the financial position of the District as of June 30, 2021, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 11, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

BALANCE SHEET
JUNE 30, 2021

ASSETS:	
Restricted cash and cash equivalents	$ 35,778,791
Accounts receivable	34,934
Due from other District funds	60,689
Total assets	$ 35,874,414
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 5,093,981
Fund balance - restricted	30,780,433
Total liabilities and fund balance	$ 35,874,414

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

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2021

REVENUES:	
Other local sources	$ 172,088
EXPENDITURES:	
Capital outlay	44,902,195
Classified salaries	264,127
Contract services and other operating expenditures	190,314
Employee benefits	123,689
Books and supplies	12,443
Total expenditures	45,492,768
Deficiency of revenues under expenditures	(45,320,680)
OTHER FINANCING SOURCES:	
Transfers in	1,556,985
Proceeds from bond issuance	30,000,000
Other financing sources	102,000
Total other financing sources	31,658,985
Change in fund balance	(13,661,695)
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	44,442,128
RESTRICTED FUND BALANCE - END OF YEAR	$ 30,780,433

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

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE N BUILDING FUND

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

1. ORGANIZATION AND NATURE OF ACTIVITIES

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

These financial statements present only the Measure N General Obligation Bonds Building Fund, which is recorded in sub-Fund 24 (Measure N Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021. These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

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

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

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure N is $212,570,000.

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

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

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

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

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

3. RESTRICTED CASH AND CASH EQUIVALENTS

Cash and equivalents as of June 30, 2021, consist of the following:

Cash and equivalents with County Treasury	$ 20,842,954
Cash and equivalents with fiscal agent	14,935,837
Total cash and equivalents	$ 35,778,791

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

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

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

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

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

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2021, weighted average maturity of the investments contained in the Treasury is approximately 300 days.

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

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

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. Transfers in from other District Funds were as follows for the year ended June 30, 2021:

The District's County State Schools Facilities Fund transferred $1,556,985 to the Measure N Building Fund for the Casa Roble High School modernization project.

5. COMMITMENTS AND CONTINGENCIES

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

As of June 30, 2021, the Measure N Building Fund has approximately $19 million in outstanding commitments on ongoing construction contracts.

OTHER REPORT

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

Independent Auditor's Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure N Building Fund of the San Juan Unified School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated March 11, 2022.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2021

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

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INDEPENDENT AUDITOR'S REPORT

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

We have conducted a performance audit of the San Juan Unified School District (the District) Measure N General Obligation Bonds for the year ended June 30, 2021.

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

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

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

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure N General Obligation Bond funds for the year ended June 30, 2021 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

PERFORMANCE AUDIT
JUNE 30, 2021

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure N General Obligation Bonds (the Bonds) funds for the year ended June 30, 2021 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvements.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2021. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2020, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2021 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

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

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

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure N is $212,570,000.

The financial activity related to the Measure N General Obligation Bonds is recorded in sub-Fund 24 (Measure N Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021.

PROCEDURES PERFORMED

We obtained the Measure N Building Fund detailed general ledger for the fiscal year ended June 30, 2021. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure N General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure N Building Fund detailed general ledger for the fiscal year ended June 30, 2021.

- We reconciled the total expenditures as reported in the detailed general ledger of the Measure N Building Fund for the year ended June 30, 2021 to the District's audited financial statements for the year ended June 30, 2021.

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

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

- We selected a sample of 46 expenditures in the fiscal year ended June 30, 2021. The sample was selected to provide a representation across construction projects, vendors, and expenditure amounts. For each selection, we performed the following procedures:

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

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

The District incurred total expenditures of $45,492,768 through June 30, 2021, for the Measure N projects listed in the following Schedule of Activities.

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

PERFORMANCE AUDIT
JUNE 30, 2021

SCHEDULE OF ACTIVITIES

Description	Prior Activities	June 30, 2021 Activities	Total
Sources:			
Issuance Fund 24 N	$ 320,000,000	$ 30,000,000	$ 350,000,000
Interest Revenue	4,751,620	116,601	4,868,221
Premium Revenue	3,720,768	102,000	3,822,768
E-Rate Reimbursement	417,098		417,098
Other Revenue	2,461,705	55,487	2,517,192
Other Authorized Interfund Transfers In	13,678,907	1,556,985	15,235,892
Total Sources	345,030,098	31,831,073	376,861,171
Uses:			
Dyer Kelly New Construction	44,765,678	2,445,762	47,211,440
Greer Full Site Renovation	40,312,037	343,047	40,655,084
Del Campo New Construction	5,475,652	23,175,372	28,651,024
Mira Loma New Construction	23,736,035	3,676,040	27,412,075
Casa Roble New Construction	22,196,085	2,126,400	24,322,485
El Camino New Construction	16,524,952	258,218	16,783,170
Citrus Heights New Construction	14,699,015		14,699,015
Rio New Construction	13,419,102		13,419,102
Multi Site Tech Service	10,984,360		10,984,360
Measure N Program	10,395,905	355,564	10,751,469
Encina Outdoor Learning	9,963,662	186,147	10,149,809
Mira Loma Outdoor Learning	9,018,879	134,404	9,153,283
Citrus Heights MOD	8,863,522		8,863,522
Bella Vista MOD	8,665,412	8,541	8,673,953
Bella Vista New Construction	8,154,119	13,069	8,167,188
Casa Outdoor Learning	7,274,300	521,934	7,796,234
Del Campo MOD	2,613,443	3,692,851	6,306,294
Debt Services	5,454,036		5,454,036
Salk (Edison) New Construction	5,171,776		5,171,776
Encina HVAC (gym)	1,863,141	2,942,568	4,805,709
Cowan New Construction	3,541,996		3,541,996
Del Campo Outdoor Learning	3,392,382		3,392,382
Multi Site Energy Efficient	3,219,604		3,219,604
El Camino Outdoor Learning	2,996,067		2,996,067
Mariemont New Construction	2,577,221		2,577,221
Del Campo MOD (CTE Fire)	860,302	1,651,576	2,511,878
Casa Roble MOD CTE	2,503,833	263	2,504,096
Del Campo MOD (CTE Broadcasting)	671,689	1,224,899	1,896,588
Rio Outdoor Learning	1,274,405		1,274,405
Bella Vista New Construction (housing)	1,094,601		1,094,601
El Camino Student Safety	942,111		942,111

Description	Prior Activities	June 30, 2021 Activities	Total
Underwriters' Discount & Other COI	800,000	130,784	930,784
Mission DM (Roofing)		594,037	594,037
Garfield MOD	577,251		577,251
Cost of Issuance	572,535		572,535
Grand Oaks Student Safety	553,705		553,705
Cowan DM (Roofing)		512,065	512,065
Lichen DM (Roofing)		461,815	461,815
Mission Student Safety	455,968		455,968
Ralph Richardson Student Safety	403,371		403,371
Green Oaks DM (Roofing)		387,337	387,337
Mira Loma Student Safety	374,278		374,278
Starr King Student Safety	373,850		373,850
District Router Upgrade Tech Service	368,714		368,714
Rio PoC WapTech Service	327,803		327,803
Salk (Edison) Student Safety	323,362		323,362
Thomas Kelly Student Safety	292,274		292,274
Gold River Student Safety	287,287		287,287
Bella Vista New Construction (Butler)	250,314		250,314
Holst (La Vista) Student Safety	246,829		246,829
Woodside Student Safety	241,328		241,328
Trajan Playground Student Safety	219,800		219,800
Mariemont Infrastructure	201,783		201,783
Greer MOD	199,657		199,657
Trajan Infrastructure	6,000	192,653	198,653
Dewey Infrastructure	186,196		186,196
Sierra Oaks DM (Roofing)		167,404	167,404
Skycrest DM		157,671	157,671
Cameron Ranch DM		132,348	132,348
Skycrest Student Safety	131,441		131,441
Coyle Student Safety	119,392		119,392
Casa Infrastructure	113,148		113,148
La Entrada	99,565		99,565
Del Dayo Outdoor Learning	65,924		65,924
Sylvan MOD	52,468		52,468
Casa MOD	44,900		44,900
Dyer Kelly MOD	34,810		34,810
Grand Oaks Infrastructure	27,308		27,308
Cameron Ranch Infrastructure	11,387		11,387
Total Uses	300,587,970	45,492,768	346,080,738
Ending Balance	$ 44,442,128	$ (13,661,695)	$ 30,780,433

CONCLUSION

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

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

CARMICHAEL, CALIFORNIA

FINANCIAL STATEMENTS WITH INDEPENDENT AUDITOR'S REPORTS

YEAR ENDED JUNE 30, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure P Building Fund of the San Juan Unified School District (the District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure P Building Fund of the District, as of June 30, 2021, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure P Building Fund and do not purport to, and do not present fairly the financial position of the District as of June 30, 2021, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 11, 2022, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

FINANCIAL STATEMENTS

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

BALANCE SHEET
JUNE 30, 2021

ASSETS:	
Restricted cash and cash equivalents	$ 125,956,491
Accounts receivable	37,969
Due from other funds	10,843
Total assets	$ 126,005,303
LIABILITIES AND FUND BALANCE:	
Accounts payable	$ 9,971,604
Fund balance - restricted	116,033,699
Total liabilities and fund balance	$ 126,005,303

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

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
YEAR ENDED JUNE 30, 2021

REVENUES:	
Other local sources	$ 1,407,409
EXPENDITURES:	
Capital outlay	71,095,296
Contract services and other operating expenditures	1,321,752
Classified salaries	871,408
Employee benefits	437,541
Books and supplies	61,425
Total expenditures	73,787,422
Deficiency of revenues under expenditures	(72,380,013)
OTHER FINANCING SOURCES:	
Transfers in	366,748
Proceeds from issuance of bonds	150,000,000
Other financing sources	510,000
Total other financing sources	150,876,748
Change in fund balance	78,496,735
RESTRICTED FUND BALANCE - BEGINNING OF YEAR	37,536,964
RESTRICTED FUND BALANCE - END OF YEAR	$ 116,033,699

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

SAN JUAN UNIFIED SCHOOL DISTRICT
MEASURE P BUILDING FUND

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

1. ORGANIZATION AND NATURE OF ACTIVITIES

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

These financial statements present only the Measure P General Obligation Bonds Building Fund, which is recorded in sub-Fund 26 (Measure P Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021 These financial statements do not include financial data for the remainder of the District's funds and component unit, which accounting principles generally accepted in the United States of America require to be presented with the financial statements of the District.

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure P is $202,560,000.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

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

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

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

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

3. RESTRICTED CASH AND CASH EQUIVALENTS

Cash and equivalents as of June 30, 2021, consist of the following:

Cash and equivalents with County Treasury	$ 20,049,889
Cash and equivalents with fiscal agent	105,906,602
Total cash and equivalents	$ 125,956,491

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

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

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

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

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

Interest rate risk – Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. As of June 30, 2021, weighted average maturity of the investments contained in the Treasury is approximately 300 days.

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

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

4. INTERFUND TRANSACTIONS WITH OTHER DISTRICT FUNDS

Transfers to and from other District Funds are operating transfers from a fund receiving revenue to a fund through which the resources are being expended. Transfers in from other District Funds were as follows for the year ended June 30, 2021:

The District's General Fund transferred $366,748 to the Measure P Building Fund for E-Rate USAC Bear Funding.

5. COMMITMENTS AND CONTINGENCIES

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

As of June 30, 2021, the Measure P Building Fund has approximately $84 million in outstanding commitments and construction contracts.

OTHER REPORT

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

Independent Auditor's Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure P Building Fund of the San Juan Unified School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated March 11, 2022.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

CARMICHAEL, CALIFORNIA

PERFORMANCE AUDIT

YEAR ENDED JUNE 30, 2021

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

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JUNE 30, 2021

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INDEPENDENT AUDITOR'S REPORT

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

We have conducted a performance audit of the San Juan Unified School District (the District) Measure P General Obligation Bonds for the year ended June 30, 2021.

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

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

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

The results of our tests indicated that, in all significant respects, the San Juan Unified School District expended Measure P General Obligation Bond funds for the year ended June 30, 2021 only for the specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Gilbert CPAs

GILBERT CPAs
Sacramento, California

March 11, 2022

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

PERFORMANCE AUDIT
JUNE 30, 2021

OBJECTIVES

The objectives of our performance audit were to document that the San Juan Unified School District (the District) expended Measure P General Obligation Bonds (the Bonds) funds for the year ended June 30, 2021 only for purposes approved by voters and only for specific projects developed by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIIIA of the California Constitution; note any incongruities or system weaknesses; and provide recommendations for improvements.

SCOPE OF THE AUDIT

The scope of our performance audit covered the fiscal year ended June 30, 2021. Expenditures incurred after the issuance of the Bonds and prior to July 1, 2020, were covered in a previous examination. The expenditures included all account and project codes associated with the Bond projects. Expenditures incurred subsequent to June 30, 2021 were not reviewed or included within the scope of our audit.

BACKGROUND INFORMATION

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

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

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

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

As of June 30, 2021, total outstanding debt related to Measure P is $202,560,000.

The financial activity related to the Measure P General Obligation Bonds is recorded in sub-Fund 26 (Measure P Building Fund) of Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2021.

PROCEDURES PERFORMED

We obtained the Measure P Building Fund detailed general ledger for the fiscal year ended June 30, 2020. We obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with Proposition 39 and Measure P General Obligation Bond funding. We performed the following procedures:

- We verified the mathematical accuracy of the expenditures included in the Measure P Building Fund detailed general ledger for the fiscal year ended June 30, 2021.

- We reconciled the total expenditures as reported in the detailed general ledger of the Measure P Building Fund for the year ended June 30, 2021 to the District's audited financial statements for the year ended June 30, 2021.

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

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

- We selected a sample of 27 expenditures in the fiscal year ended June 30, 2021. The sample was selected to provide a representation across construction projects, vendors and expenditure amounts. For each selection, we performed the following procedures:

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

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

The District incurred total expenditures of $73,787,422 through June 30, 2021, for the Measure P projects listed in the following Schedule of Activities.

SCHEDULE OF ACTIVITIES

Description	Prior Activities	June 30, 2021 Activities	Total
Sources:			
Issuance Fund 26 P	$ 119,920,000	$ 150,000,000	$ 269,920,000
Interest Revenue	3,348,819	149,219	3,498,038
Premium Revenue	1,217,472	510,000	1,727,472
Other Revenue	2,794,173		2,794,173
Other Revenue for Projects		1,258,190	1,258,190
Other Authorized Transfers In	2,922,620	366,748	3,289,368
Total Sources	130,203,084	152,284,157	282,487,241
Uses:			
Arden New Construction	8,602,877	40,232,203	48,835,080
Del Paso Manor Full Site Renovation	37,754,868	6,589,264	44,344,132
Winterstein MOD	8,924,058	3,052,037	11,976,095
Littlejohn MOD	6,415,071	3,333,059	9,748,130
Bella Vista Outdoor Learning	8,922,731	452,564	9,375,295
Rio Americano Outdoor Learning	8,862,860	353,312	9,216,172
San Juan HVAC (gym)	1,280,593	2,698,479	3,979,072
Mira Loma HVAC (gym)	1,338,902	2,554,143	3,893,045
Barrett New Construction	527,051	3,337,216	3,864,267
Cottage New Construction	1,752,915	2,071,031	3,823,946
Measure P Program	2,211,641	1,511,751	3,723,392
Barrett MOD	485,258	3,074,287	3,559,545
Bella Vista Energy (Solar Project)	2,321,020		2,321,020
District Wide Wireless Access Point (HP Aruba)		1,512,960	1,512,960
District Wide MDF Tech Services	954,197		954,197
Underwriters' Discount & Other COI	272,697	659,000	931,697
Tech Service Infrastructure	856,713		856,713
Debt Services	851,426		851,426
Mesa Verde Outdoor Learning	132,392	578,059	710,451
District Wide DM (HVAC Controller upgrade)		545,702	545,702
Del Paso Manor Portable		273,229	273,229
San Juan Outdoor Learning		214,389	214,389
District Wide DM Intrusion Upgrade Region 1		202,951	202,951
Cost of Issuance	195,000		195,000
District Wide DM Intrusion Upgrade Region 3		128,369	128,369
Howe Portable		121,851	121,851

Description	Prior Activities	June 30, 2021 Activities	Total
District Wide DM (Intrusion Upgrade Region 2)		99,697	99,697
Rio MOD (CTE)		46,080	46,080
Encina High School MOD		54,867	54,867
Katherine Johnson MOD		31,897	31,897
Casa Roble MOD		28,050	28,050
Le Gette MOD		25,095	25,095
Encina Middle MOD (Admin)		5,882	5,882
Cottage Portable	3,850		3,850
Total Uses	92,666,120	73,787,422	166,453,542
Ending Balance	$ 37,536,964	$ 78,496,735	$ 116,033,699

CONCLUSION

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

MANAGEMENT COMMENTS AND RECOMMENDATIONS

None.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 04/19/2022

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 & Curriculum Innovation department recruited teachers to review and recommend new standard-aligned textbooks and materials for adoption.

ATTACHMENT(S):
1: Textbook Adoptions Report IIs

- Science and Health: Biology: The Living Earth and Honors Biology: The Living Earth, Chemistry in the Earth System and Honors Chemistry in the Earth System, High School Health, Environmental Science, Middle Years Programme (MYP) Honors Biology, Honors Chemistry, Honors Physics and Conceptual Physics
- World Language: Spanish 1-4
    A. Adoption Committee Members
    B. Key Indicators for Evaluating Instructional Materials

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/16/2022

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 04/05/2022
Superintendent's Cabinet: 03/28/2022, 04/04/2022

FISCAL IMPACT:
Current Budget: $ 3,231,968.04
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 Curriculum Innovation
Kristan Schnepp, Assistant Superintendent of Secondary Education and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

High School Biology: The Living Earth
Honors High School Biology: The Living Earth

2. **Recommended Text:**

The Living Earth (Accelerate Learning/STEMScopes)

3. Rationale:

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

Biology
Biology
Pearson, 2007
Adopted in 2009

Honors Biology
Biology: Concepts and Connections
Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of Biology: The Living Earth and Honors Biology: The Living Earth materials are on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee prescreens all available materials	April 19, 20, and April 22, 2021
Publisher presentations	May 10, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23 – October 15, 2021
Pilot cycle 2	October 18 – December 17, 2021
Public review period	October 1 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 12, 2022
Report II	March 16, 2022
Board discussion and action	April, 2022
Materials delivered to sites	Summer, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $202,596.67

Consumables and equipment: $102,000

Chromebook Carts: $448,000 (approx. 32 carts)

Total cost: $752,596.67

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the instructional technology fund.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee used a modified version of the California NGSS Toolkit for Instructional Materials Evaluation (TIME). All of these tools were developed to analyze alignment to all aspects of the Next Generation Science Standards, including both content and instructional shifts.

See *Attachment B*: Prescreening Tool
See *Attachment C*: Pilot Evaluation Tool

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students using an online survey are as follows:

Strengths
• Instructions are easy to follow • Hands-on labs, investigations, and projects • Ample opportunities for group work and discussion • Articles helpful for understanding the content • Easy to navigate and access content • Text is easy to read and understand
Limitations
• Didn't like simulations • Difficult to find materials in text (no glossary) • Not as much hands-on as students would have liked • Too much writing • Key terms/vocabulary not bold/highlighted

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

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

Strengths
• Picture vocabulary is useful • Easy to use teacher edition online • Includes strong phenomena (observable events that support students to figure out new science concepts) • Concept quizzes helpful • Materials allow for flexibility, activities could be arranged in various orders • Aligns with the NGSS / sense making philosophy/style of local organizations (like the Sacramento Area Science Project) • Includes activities throughout to help students make sense of new science ideas
Limitations
• Assessments are lacking a variety of question levels • Difficult to connect some activities to content • STEMscopedia level is higher than some activities • Lacks sufficient scaffolding to meet the needs of all learners • Needs some supplemental resources to fully meet Next Generation Science Standards performance expectations • Additional training is needed to understand online platform • Needs regular tech access to be effective

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, the committee voted 7-1 to recommend the materials, *The Living Earth (Accelerate Learning/STEMScopes)*

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

Student Components	**Teacher Components**
• CA NGSS 3D HS The Living Earth STEMscopedia Print • CA NGSS 3D HS The Living Earth Online	• CA NGSS 3D HS The Living Earth Teacher Guide (print) • CA NGSS 3D HS The Living Earth Online • CA Assessment Package HS Online

14. What professional development will be provided for 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.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Justin Ashwell	Mira Loma / Teacher
Tracy Baker	Rio Americano / Teacher
Troy Baucom	Bella Vista / Teacher
Neal Edwards	Casa Roble / Teacher
Renata Garcia	San Juan / Teacher
Julie Harr	Rio Americano / Teacher
Rebecca Mackin	Encina / Teacher
Anne Tweedy	Rio Americano / Teacher
Christina Williams	Mira Loma / Teacher
Hannah Zarnick-Ryan	El Camino / Teacher

CA NGSS TIME Screening Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited / No evidence

Instructional Materials	
Course	
Unit	
Reviewers Name	

Criteria	Guiding Questions	Evidence: What was in the materials? Where was it and why is this evidence? Write your notes here.	Score 1, 3, 5
Use Phenomena/Problems Materials provide relevant and authentic learning contexts through which students: ● engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources ● have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.	a. What was this learning sequence about? b. What was the learning goal? c. What phenomena was meant to motivate the learning? d. How were students meant to engage with the phenomena? Did the phenomena have the potential to prompt students to ask and answer their own questions as well as questions from other sources? e. Was the phenomena critical to the lesson activities and sequence?		
Presence of Logical Sequence Student learning across the three dimensions is: ● arranged in a logical	a. What were the steps of the lesson sequence?		

sequence ● sufficient and appropriate for students to figure out the phenomena or problems.	b. Were the concepts developed in the sequence building to the ultimate learning goal? c. Would students potentially need to use concepts earlier on in the learning sequence to negotiate new learning?		
Students are Figuring Out Materials position students to make sense of phenomena and design solutions to problems by: ● asking and answering questions that link learning over time ● using the three dimensions to link prior knowledge and negotiate new understandings and abilities.	a. Did the material have the potential to actively engage students in the learning sequence? b. Did the material potentially set up students to ask questions or did the material give questions for students to answer? c. Did the material include activities which had the potential of engaging students in making sense of phenomena or rather in confirming a given explanation of phenomena? d. Did the activities potentially position students to use the three dimensions to make sense of phenomena, linking prior knowledge to negotiate new understandings and abilities?		
Three-dimensional Performances Materials include assessments	a. Were the included assessments (formative and summative)		

designed to: ● match the targeted learning goals ● elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.	tightly linked to the learning goals? b. Do the assessments elicit evidence of the students using the three dimensions to make sense of phenomena and/or to design solutions to problems?		
District Lens - Equitable Access for All Students Materials include features that: ● Tap into how students make meaning through their cultural, racial, and social filters ● Provide ample opportunities for students to engage in rich discussions with peers ● Provide learning opportunities are not limited by a student's language, socioeconomic, or special education status			

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	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:					

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

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:					

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

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 FROM REPORT I

1. **Subject area or course:**

High School Chemistry in the Earth System
Honors High School Chemistry in the Earth System

2. **Recommended Text:**

Experience Chemistry, Savvas

3. Rationale:

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

Chemistry and Honors Chemistry
Chemistry
Pearson, 2007
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the Chemistry in the Earth System and Honors Chemistry in the Earth System are on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee prescreens all available materials	May 3, May 5, and May 6, 2021
Publisher presentations	May 12, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23, 2021 – October 15, 2021
Pilot cycle 2	October 18, 2021 – December 17, 2021
Public review period	October 1, 2021 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 25, 2022
Report II	March 16, 2022
Board discussion and action	March - April, 2022
Materials delivered to sites	July, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $375,085.09

Consumables and equipment: $75,300

Chromebook Carts: $280,000 (approx. 20 carts)

Total cost: $730,385.09

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the instructional technology fund.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee used a modified version of the California NGSS Toolkit for Instructional Materials Evaluation (TIME). All of these tools were developed to analyze alignment to all aspects of the Next Generation Science Standards, including both content and instructional shifts.

See *Attachment B*: Prescreening Tool
See *Attachment C*: Pilot Evaluation Tool

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students are as follows:

Strengths
• Lots of hands-on lab opportunities • Many visuals and models with through explanations • Text is easy to read and includes ample examples • Text is well organized and easy to find information • Instructions are clear and easy to follow • Vocabulary words have clear, easy to understand definitions and are easy to find within the text • Helpful resources: videos, periodic table, color images
Limitations
• Some explanations lack detail • Questions can be worded poorly or not well explained in text • Math level was difficult for some students • Lacks practice problems to check for understanding • Needs more scaffolding for students to revise their models • Difficulty transitioning back and forth from book to online elements • Difficult to directly annotate in the book

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and San Juan Scene. Dates and events are as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

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

Strengths
• Includes strong phenomena (observable events that support students to figure out new science concepts) • Good video examples provided • Fits well in the framework for the Next Generation Science Standards (NGSS) • Strong unit organization and lesson flow • Engaging for students • Multiple opportunities for students to analyze data • Provides documents that are easily editable • More flexibility with lab activities as well as differentiated versions • Strong teacher edition/support • Earth science content is engaging
Limitations
• Assessments for some units may need modifications • Difficult to find resources on the online platform (each resource opens in a new window) • Computers needed for full utilization of the materials, program assumes regular access to technology • Online digital platform is difficult to navigate, will take additional time for teachers and students to learn the system • Writing activities to support engaging in arguments from evidence may need additional scaffolding

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, all members of the committee recommended the instructional materials, *Savvas Experience Chemistry*.

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

Student Components	**Teacher Components**
CA Experience Chemistry Bundle (includes) • Student Edition 2020 (2 volume, consumable), 2-year subscription • Digital Courseware License, 7-year subscription	• Experience Chemistry Teacher Edition (2 volumes) + Digital Courseware License, 7 year

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to 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.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Phe Bach	Mira Loma / Teacher
Tracy Baker	Rio Americano / Co-Teacher
Nicole Brashear	Rio Americano / Teacher
Reid Furukawa	El Camino / Teacher
Tyler Gerould	Bella Vista / Teacher
Julie Harr	Rio Americano / Teacher
Jessica Harrison	San Juan / Teacher
James Hill	Mira Loma / Teacher
Melanie Jaramillo	Bella Vista / Teacher
DeAnna Krenecki	Del Campo / Teacher
Phil Montbriand	Rio Americano / Teacher
Jennifer Moore	Rio Americano / Teacher
Jane Nosal	Casa Roble / Teacher
Joseph Pallen	Del Campo / Teacher
Kristi Percoski	Mesa Verde / Teacher
Michael Rothschild	Casa Roble / Teacher
Minh Vu	El Camino / Teacher

CA NGSS TIME Screening Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited / No evidence

Instructional Materials	
Course	
Unit	
Reviewers Name	

Criteria	**Guiding Questions**	**Evidence: What was in the materials? Where was it and why is this evidence? Write your notes here.**	**Score 1, 3, 5**
Use Phenomena/Problems Materials provide relevant and authentic learning contexts through which students: ● engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources ● have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.	a. What was this learning sequence about? b. What was the learning goal? c. What phenomena was meant to motivate the learning? d. How were students meant to engage with the phenomena? Did the phenomena have the potential to prompt students to ask and answer their own questions as well as questions from other sources? e. Was the phenomena critical to the lesson activities and sequence?		
Presence of Logical Sequence Student learning across the three dimensions is: ● arranged in a logical	a. What were the steps of the lesson sequence?		

sequence ● sufficient and appropriate for students to figure out the phenomena or problems.	b. Were the concepts developed in the sequence building to the ultimate learning goal? c. Would students potentially need to use concepts earlier on in the learning sequence to negotiate new learning?		
Students are Figuring Out Materials position students to make sense of phenomena and design solutions to problems by: ● asking and answering questions that link learning over time ● using the three dimensions to link prior knowledge and negotiate new understandings and abilities.	a. Did the material have the potential to actively engage students in the learning sequence? b. Did the material potentially set up students to ask questions or did the material give questions for students to answer? c. Did the material include activities which had the potential of engaging students in making sense of phenomena or rather in confirming a given explanation of phenomena? d. Did the activities potentially position students to use the three dimensions to make sense of phenomena, linking prior knowledge to negotiate new understandings and abilities?		
Three-dimensional Performances Materials include assessments	a. Were the included assessments (formative and summative)		

designed to: ● match the targeted learning goals ● elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.	tightly linked to the learning goals? b. Do the assessments elicit evidence of the students using the three dimensions to make sense of phenomena and/or to design solutions to problems?		
District Lens - Equitable Access for All Students Materials include features that: ● Tap into how students make meaning through their cultural, racial, and social filters ● Provide ample opportunities for students to engage in rich discussions with peers ● Provide learning opportunities are not limited by a student's language, socioeconomic, or special education status			

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	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:					

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

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:					

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

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 FROM REPORT I

1. Subject area or course:

High School Health

2. Recommended Text: *Goodheart-Wilcox: Essential Health Skills for High School, 2023*

3. Rationale:

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

Lifetime Health
Houghton Mifflin Harcourt, 2005
Adopted in 2006

b. **Alignment with state or district textbook cycle:**

The adoption of high school health materials is on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee reviews all available materials	April 9 and May 11, 2021
Publisher presentations	May 4, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23 – October 15, 2021
Pilot cycle 2	October 18 – December 17, 2021
Public review period	October 1 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 13, 2022
Report II	March 16, 2022
Board discussion and action	April, 2022
Materials delivered to sites	July, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $210,493.30

Total cost: $210,493.30

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*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students using an online survey are as follows:

Strengths
• Comprehensive content, clear diagrams, and helpful images • Relevant and up-to-date information • Visually appealing and clearly organized • Information was interesting and allowed students to make informed choices about their health
Limitations
• Online platform could be easier to navigate • Amount of information could feel overwhelming to some students

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Dates and events were as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

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

Strengths
• Comprehensive material that is aligned to the California Health standards • Pacing guides for 9, 18, and 36-week courses • Applied concepts, skills, and assessment • Updated material and information • Rich vocabulary • Spanish glossary • Embedded surveys to help students self-assess their health • Good PowerPoint presentations
Limitations
• Additional supports may be needed for struggling students • Worksheets could be simpler; interface is busy and can be overwhelming

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, the committee voted 5-0 to recommend the materials,

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

Student Components	Teacher Components
• Essential Health Skills High School, print textbook, 2023 edition (includes 2 barcode application) • Essential Health Skills High School Online Student Access, 7 years, 2023 edition	• Essential Health Skills High School print teacher editions + 7 year digital access, 2023 edition

14. What professional development will be provided for 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.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu)

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Sara Chrisman	Bella Vista / Teacher
John Hardwick	Bella Vista / Teacher
Jon Harris	San Juan / Teacher
Ashley Haskins	San Juan / Teacher Librarian
Jennifer Hill	San Juan / Administrator
Emily Nichols	El Camino / Teacher
Alison Pierce	Del Campo / Teacher
Shana Pitts	Mesa Verde / Teacher

Category Key Indicators for High School Health Adoption
San Juan Unified School District
2021-2022

Category	Key Indicators
Content/Alignment to Standards Content Standards Health Framework	● Reflects and incorporates the content from the Health Standards and 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 ● 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:**

Environmental Science

2. **Recommended Text:**

Environmental Science: Sustaining Your World (2017). Miller and Spoolman (National Geographic/Cengage)

3. Rationale:

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

Environmental Science
Houghton Mifflin Harcourt, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

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

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	October, 2021
Public Preview Open House (not held due to Covid restrictions, opportunity provided to review digitally or by appointment)	January – February, 2022
Introduction Meeting	November 17, 2021
Adoption Committee Reviews Materials (4 options)	December 3, 2021 - January 21, 2022
Publisher Presentations / Q and A	Not applicable
Committee Decision making and Recommendation	January 31, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $28,905.00

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*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to Covid-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

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

Strengths
• Aligns well with California's Environmental Principles and Concepts standards • Provides supports for a variety of student needs • Robust online instructor tools and teacher supports • Includes case studies that allow for deeper exploration of environmental topics and issues • Accessible text • National Geographic connections provide diverse world view for students
Limitations
• Older publication date (2017) • Fewer options for activities offline

11. What were the results of the final voting and what is the recommended textbook?

The committee used a consensus process to recommend *Environmental Science: Sustaining Your World (2017)*, *Miller and Spoolman, National Geographic/Cengage*, with a vote of 4-0.

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

Student Components	**Teacher Components**
• Print Student Edition + 7-year MindTap access, (materials will be swapped out for 2024 copyright when available)	• Print teacher edition + 7 year MindTap access (materials will be swapped out for 2024 copyright when available)

13. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training overview will be provided. An additional session for collaboration and planning time will also be available. The cost for the professional development is included in the adoption.

14. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

15. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Summer Agnes	Encina / Teacher
Scott Evans	Meraki / Teacher
Jessica Harrison	San Juan / Teacher
Colleen Kelly	Mira Loma / Teacher

Category Key Indicators for Environmental Science Instructional Materials Review

Category	Key Indicators
Content/ Alignment to Standards	● Reflects and incorporates the content from relevant NGSS Standards and Environmental Principles and Concepts (EP and C Progression Document and Infographic) ● 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. English learners, and advanced 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	● Includes a teacher planning guide explaining how to 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, etc.) ● Enhances student understanding in the appropriate grade level 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:

Middle Years Programme (MYP) Honors Biology

2. Recommended Text:

Campbell Biology: Concepts and Connections, Pearson/Savvas, 10th edition

3. Rationale:

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

Campbell Biology: Concepts and Connections, Pearson, 6th edition
Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Honors Biology materials is on cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $24,869.22

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*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation.

FEEDBACK RESULTS

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

Strengths
• Big ideas at beginning of each chapter, logical sequence, and updated content • Includes teacher support and guidance • Consistent format with higher level International Baccalaureate (IB) textbook • Online practice tests • Frequent checks for understanding • Real world connections and current events for each chapter • 3D animations and biology videos • Includes lab lessons and guided reading activities • User friendly digital platform • Meets students with diverse needs
Limitations
• Does not include lab manual

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Campbell Biology: Concepts and Connections, Pearson/Savvas, 10th edition.*

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

Student Components	**Teacher Components**
• Campbell Biology: Concepts and Connections (NASTA Binding), 10th Edition, 2021- 6YR Modified Mastering (includes hardbound print copy + digital)	• Campbell Biology: Concepts and Connections (NASTA Binding), 10th Edition, 2021- 6YR Modified Mastering and Instructor Resource Access

12. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training will be provided. The cost for the professional development is included in the adoption.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Franco Canet	Mira Loma / Teacher
Colleen Kelly	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:

Middle Years Programme (MYP) Honors Chemistry

2. Recommended Text:

Foundations of College Chemistry 16th Edition by Hein, Arena and, Willard; 2022, Wiley Publishing

3. Rationale:

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

Foundations of College Chemistry 12 Edition by Hein, 2007
Adopted in 2008

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Honors Chemistry materials is on cycle with the current SJUSD adoption matrix

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $21,837.40

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

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See attachment B for the key criteria document used for evaluation.

FEEDBACK RESULTS

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

Strengths
• A thorough textbook that addresses students' needs for the IB MYP Honors Course. • Makes introductory chemistry accessible to students. • Well-organized, current topics, clear explanations, and easy to read • Multiple examples, practice problems and review exercises • Provides a qualitative before a quantitative approach • "Case Studies" are presented that align with MYP content and requirements. • The instructor companion site is strong and provides a great deal of questions and opportunities for assessment. • Challenge Exercises are provided at the end of each chapter for expansion of topics. • In WileyPlus, there are visualizations of key concepts with audio narration.
Limitations
• Hardbound book is not a standard option

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Foundations of College Chemistry, 16th Edition* by Hein, Arena and, Willard; 2022, Wiley Publishing

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

Student Components	**Teacher Components**
• Hein, Foundations of College Chemistry, Sixteenth Edition ePUB Set 7 Year Grades 9-12 (includes hardback print copies and digital access)	• Hein, Foundations of College Chemistry, Sixteenth Edition ePUB Set 7 Year Grades 9-12

12. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training will be provided. The cost for the professional development is included in the adoption.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
James Hill	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:

Middle Years Programme (MYP) Honors Physics
Middle Years Programme (MYP) Conceptual Physics

2. Recommended Text:

Physics for High School, OpenStax, 2020

3. Rationale:

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

Conceptual Physics, Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Conceptual Physics and MYP Honors Physics materials are on cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $6465

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*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation.

FEEDBACK RESULTS

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

Strengths
• Aligns to appropriate content leading into International Baccalaureate physics • Content is presented in a logical sequence • Includes required materials and additional topics for extension • Support materials are very easy to access • Embedded supports for students • Includes significant formative assessment opportunities throughout each chapter • Assessments are in a variety of formats • Online version is easy to navigate and searchable • Includes supports for students with diverse needs • Includes extensive vocabulary support • End of chapter reviews, concept builders, and test practice • Online version has embedded videos and links to external resources
Limitations
• No astrophysics included in the materials • Limited summative assessments • No translations available for languages other than English

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Physics for High School, OpenStax, 2020.*

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

Student Components	**Teacher Components**
• Physics for High School, OpenStax, Hardcover Version, 2020 • Online platform and PDF student edition (Freely available online)	• All instructor materials are available online

12. What professional development will be provided for teachers? What costs will be associated with the training?

Instructional support is available on the OpenStax website.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Shannon Haynes	Mira Loma / Teacher
Scott Martinez	Mira Loma / Teacher

Category Key Indicators for MYP Honors Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate 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 lab activities) ● 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 and practice in the IB style assessment format ● 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:**

Spanish 1-4
Middle Years Programme Spanish 1-4

2. **Recommended text:**

Qué Chévere, Carnegie Learning (2020)

3. Rationale:

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

Spanish 1 and 2: *Realidades*, Pearson (2014), adopted in 2015
Spanish 3 and 4: *Avancemos,* Houghton Mifflin Harcourt (2013 and 2007), adopted in 2017

b. **Alignment with state or district textbook cycle:**

This adoption is on-cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline:

Action	Date
Prescreen committee reviews available materials	April 16 - May 10, 2021
Prescreen committee selects programs for pilot	May 17, 2021
Recruitment of members for piloting committee	May 7 - 28, 2021
Notices sent to pilot committee members	May 28, 2021
Publisher presentations to pilot committee	August 2, 2021
Make up sessions for Publisher presentations to pilot committee	August 10, 11 and 19, 2021
Pilot cycle 1	August 23 - September 24, 2021
Report I to Curriculum and Standards committee	November 17, 2021
Pilot cycle 2	September 27 - October 29, 2021
Community showcase	October 7, 2021

Action	Date
Pilot cycle 3	November 1 – December 10, 2021
Online and in-person materials review for staff and community	August 23 - December 10, 2021
Adoption committee decision-making	January 24, 2022
Recommendation to Curriculum and Standards	March 16, 2022
Board discussion	April 5, 2022
Board action	April 19, 2022
Purchase orders submitted	April 30, 2022
New materials in the classroom	July 2022

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

Spanish 1-4
- Student materials: $882,416.36
- Chromecarts (41): $574,000.00
- **TOTAL: $1,456,416.36**

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the Instructional Technology fund.

PILOTING PROCESS

7. List of adoption committee members:

See Appendix A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

See Appendix B

9. In what ways were student responses solicited?

Students of piloting teachers were surveyed using an online platform in class at the end of each pilot cycle.

10. What opportunities were provided for community input?

Opportunities for the community to review the materials and provide input were publicized through district and school newsletters, on the district website, and on the district's social media platforms. There were both in-person and online opportunities for community members to view and provide feedback on the materials. Dates and events are as follows:

What	When	Where
Materials open house	October 7, 2021	Choices Charter School
Public review	October 8 - December 10, 2021	Choices Charter School
Online review	August 23 - December 10, 2021	Online

Adoption updates were also shared with the Curriculum and Standards committee through Report 1.

PILOTING RESULTS

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

Strengths
• Program is aligned to state standards and the Framework and has been adopted by the California State Board of Education • Online materials from all levels are available to all teachers *and* students throughout the adoption, regardless of which course in which they are enrolled • Online materials are intuitive to use and there are good resources for student use • Assessments are available as both PDF and Word docs • Able to easily adjust individual student assignments/due dates/attempts • There are additional readers that provide multiple reading levels • Vocabulary is well presented, and it has a control speed for audio activities
Limitations
• iCulture product (which provides updated, authentic cultural content monthly) is not specifically aligned to program levels. • Leveled readers don't have sufficient visual support

12. What were the results of the final voting and what is the recommended textbook?

The Committee came to a consensus of all members to select *Qué Chévere* by Carnegie Learning for Spanish 1-4, and Middle-Years Programme Spanish 1-4.

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

Student Components	Teacher Components
• Student edition (print) • Online student edition--all levels • 7-year online access to Passport Core for all levels • 1-year subscription for workbooks	• Teacher edition (print) • 7-year online access to supporting resources • Passport Core for all levels • Assessment program for all levels

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend one day of professional learning to support implementation of the program. Multiple dates will be offered to ensure that teachers can access the professional learning.

The cost for the professional development as described above is $3,600 per day, for a total of $7,200.

15. Curriculum Department contact for additional information:

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

16. Date submitted Report II: Draft March 11, 2022

Appendix A: List of Pilot Committee Members

Name	School/Role	Levels piloted
Karina Fielden	El Sereno/Teacher	1
Nancy Suarez-Tovar	Bella Vista/Teacher	1, 4
Joanne Williams	Casa Roble/Teacher	1
Nicole Pefley	El Camino/Teacher	1, 2
Andy Avilla	Gold River/Teacher	1
Maria Alvarado	Bella Vista/Teacher	2
Sonia Weaver	Bella Vista/Teacher	2
Magdalena Villegas-Ruiz	Casa Roble/Teacher	2, 3
Natasha Correia	Mira Loma/Teacher	2
Ana Segoviano	Mesa Verde/Teacher	3
Margarita Sanders	Mira Loma Teacher	3 and 4
Daniel Cabrera	Rio Americano Teacher	3
Ronald Maynard	Mira Loma/Teacher	4

Appendix B: SJUSD Key Indicators for Evaluating Instructional Materials

Category	Key Indicators
Content/ Alignment to Standards	• Reflects and incorporates the three modes of communication and fosters development of students' proficiency in all three modes, plus interculturality, through authentic, culturally rich, target-language instruction • 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 (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills/knowledge embedded in the program • Assesses students in several formats for immediate follow-up instruction, practice, and review • Provides numerous, contextualized performance tasks for documenting learners' proficiency in each mode of communication throughout the course. • 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 • Provides resources and strategies to support students who are above grade level • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and incorporation of objectives
Instructional Planning and Teacher Support	• Teacher planning guide explaining 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. • Easy to access and user-friendly for students and teachers • Available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Program's use of technology enhances student understanding of the standards, provides opportunities to engage in communication tasks across the modes, and supports the print resources • Interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Accurately and equitably portrays diverse religions, cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and gender identities. • Emphasize diverse groups of people in varied, positive, and contributing roles. • 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
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 04/19/2022

SUBJECT: New High School Courses for 2022-2023

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 California's State Standards. The proposed courses of study provide a high level of rigor, deeper opportunities for study, and promote college and career readiness.

Courses

Science: Environmental Science
Visual and Performing Arts: Mural Design
College Preparation Electives: College and Career Readiness

ATTACHMENT(S):
A: Rationale/Background Information

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/16/2022

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 04/05/2022
Superintendent's Cabinet: 03/15/2022, 04/04/2022

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: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

San Juan Unified School District
New High School Courses for 2022-2023
Rationale/Background

Environmental Science (A-G):

Environment Science is a lab-based college preparatory course designed to investigate the role of humans in their environment through the use of project-based investigation, modeling, coursework, lab work, and fieldwork. Students will develop an understanding of environmental science through project-based units connected to their environment. Emphasis will be placed on resources management for a sustainable future and critical thinking skills to make informed decisions concerning complex environmental issues. The course is comprised of a series of units that each connect to a local and/or global environmental phenomena and concerns. The goal is to facilitate students' engagement with science and engineering practices to investigate the dynamic interaction that occurs between the chemical, physical, geological, and biological components of the Earth's environment; and to explore how humans interact, influence, and depend upon it. ("d") (District)

Mural Design (A-G):

Mural Design is a course that expands student creativity, collaboration and leadership skills, and the social application of art in profound ways. Each semester is divided up into intensive investigations and applications of the mural creating process, which includes building fine art skills, finding individual and collective artistic voices, creating, and defending work at a public exhibition, and collaborating in groups to execute an interior or exterior mural. Students will study techniques in drawing and painting, beginning the year with human portraitures, then transition into small group paintings on canvas that will be housed in a public venue for an exhibition, and finally work together in larger groups to create a design for a mural that will be painted within the school or surrounding community. Each production of art includes an artist statement written by each student to explain the meaning of the work, make connections to other influences and artistic movements, and help express personal beliefs and ideas on greater social issues. ("f") (Encina)

College and Career Readiness (A-G):

College and Career Readiness is designed to aid students in making and achieving their post-secondary goals. Emphasis is placed on research and exploration while building digital literacy, critical thinking, and college-level writing skills. Resumes, college applications, interview skills, and budgeting are all part of the integrated, inter-disciplinary curriculum. ("g") (Del Campo)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 04/19/2022

SUBJECT: Guest Teacher Salary Schedule

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

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed changes to the guest teacher salary schedule for summer school.

RATIONALE/BACKGROUND:
San Juan Unified School District is experiencing challenges in substitute teacher coverage. The proposed changes effect an increase to the summer school rate from $15.00 an hour to $25.00 per hour of instruction.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

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: Diana Marshall, Program Manager, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Kent Kern, Superintendent of Schools

CERTIFICATED GUEST (SUBSTITUTE) TEACHER
SALARY SCHEDULE

I. TK-12 (including Special Education)

Full Day Assignment: More than three (3) teaching periods.
Half Day Assignment: Three teaching periods or two periods on a block schedule.

	Full Day	Half Day
Regular Guest/Substitute Teacher	$200	$100
San Juan Unified School District Retiree/ Dedicated Sub	$225	$112.50
Regular Long Term/Teaching Permit for Statutory Leave (TPSL)**	$250	$125

****TPSL/Long Term rate is for an assignment over 20 days.** For information on how to qualify for a TPSL, please submit a recent resume and transcripts to Human Resources.

II. Early Childhood Education

Full Day Assignment: Over four (4) working hours.
Half Day Assignment: Four working hours or less.

	Full Day	Half Day
Preschool Teacher	$175	$87.50
Child Development Permit Teacher (CDPT)	$175	$87.50
Long Term Preschool	$175	$87.50
Long Term CDPT	$175	$87.50

III. Saturday School and other assignments will follow the regular guest full day or half day assignment rates.

IV. Summer School

All guest teachers are paid ~~$15.00~~ $25.00 per hour of instruction.

V. Independent Study (El Sereno)

All guest teachers are paid $20.00 per hour of instruction *($25 per hour for SJUSD retiree).*

VI. Adult Education

All guest teachers are paid $15.00 per hour of instruction.
Long-term rate: $17.00 per hour of instruction.

Pay rate qualification is determined by Human Resources.

Board Approved/Effective: October 12, 2021/September 26, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 04/19/2022

SUBJECT: Del Campo High School New Science/Media Commons Building and CTE Modernization-Design/Build Resolution Amendment No. 6

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. 4014 approving Amendment No. 6 for the Del Campo High School New Science/Media Commons Building Project #207-9512-N1, CTE Modernization Project #207-9495-N1, CTE Fire/EMT Project #207-9495-N2 and CTE Broadcast Project #207-9495-N3 between San Juan Unified School District and XL Construction Corporation.

RATIONALE/BACKGROUND:
The Guaranteed Maximum Price (GMP) will be amended for a final reconciliation revised amount of $41,934,150 with $32,186,118 for the New Science/Media Commons building and $9,748,032 for the CTE Modernization.

ATTACHMENT(S):
A: Resolution No. 4014
B: Amendment No. 6

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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
Kent Kern, Superintendent of Schools KK

Attachment A

RESOLUTION NO. 4014

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING AMENDMENT NO. 6 TO DESIGN- BUILD CONTRACT

DEL CAMPO HIGH SCHOOL NEW SCIENCE/MEDIA BUILDING AND CTE MODERNIZATION

SJUSD Science/Media Commons Building Project # 207-9512-N1
CTE Modernization Project # 207-9495-N1
CTE Fire/EMT Project # 207-9495-N2
CTE Broadcast Project # 207-9495-N3

WHEREAS, section 17250.10 et seq. of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the design-build procurement process;

WHEREAS, in Resolution No. 2933 & 2985, the District Board of Education ("Board") previously approved the award of the Design-Build Contract for this Project, which approval stated the award was to XL Construction; and

WHEREAS, Paragraph 6.1.3 is amended to 1,145 calendar day after the Date of Commencement stated in the Notice to Proceed with Design.; and

WHEREAS, Section 7.1.1 of the Design-Build contract is amending the Guaranteed Maximum Price (GMP), which includes compensation for all design and construction services, to be $41,934,150.00, with $32,186,118.00 for the New Science/Media Commons building and $9,748,032.00 for the CTE modernizations.; and

WHEREAS, Section 7.1.5 of the Design-Build contract is amended as the GMP was reviewed for the Science/Media Commons Building shall be the Contract sum of $32,186,118.00, which includes alternates, allowances, contingencies, insurance, and bonds.

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 amending Section 6.1.3, Section 7.1.1 & Section7.1.5 GMP of the Design-Build contract to $41,934,150.00, with $32,186,118.00 for the New Science/Media Commons building and $9,748,032.00 for the CTE modernizations as stated in Amendment #6.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on April 19, 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Michael McKibbin, Ed.D., President
San Juan Unified School District
Board of Education

Attest:

_____
Pam Costa, 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

Kent Kern, Superintendent of Schools
Frank Camarda, Chief Operations Officer

Amendment #06

Del Campo High School
Science/Media Commons Building and CTE Modernization

DSA App. #02-117849/Design-Build Agreement RFP # 19-104
SJUSD Science/Media Commons Building Project # 207-9512-N1
CTE Modernization Project # 207-9495-N1
CTE Fire/EMT Project # 207-9495-N2
CTE Broadcast Project # 207-9495-N3

Effective April 19, 2022, the Design-Build Agreement dated **March 12, 2019** between the San Juan Unified School District and **XL Construction Corporation** for the **Del Campo High School New Science/Media Commons Building and CTE Modernization** is amended as follows:

A. Paragraph 6.1.3 is amended as follows:
Design-Builder shall bring the entire Work to completion in the manner provided in the Contract Documents within ~~**898**~~ **1,145** Calendar Days after the Date of Commencement stated in the Notice to Proceed with Design. For the Science/Media Commons Building project, the original completion date of 8/26/2021 is revised to 4/30/2022 with no extended overhead and no liquidated damages levied.

B. Paragraph 7.1.1 is amended as follows:
At such time as the District and Design-Builder jointly agree, the Design-Builder shall submit a GMP Proposal in a format acceptable to the Owner. The GMP, including compensation for all design and construction services, is expected to be within the cost range of the Project of ~~$ 42,339,164~~ **$ 41,934,150**; with ~~$ 32,591,132~~ **$ 32,186,118** for the new Science/Media Commons building and **$ 9,748,032** for the CTE modernization.

C. Paragraph 7.1.5 is amended as follows:
The GMP Proposal was reviewed for the **Science/Media Commons Building** project and accepted in accordance with 7.1.5. Its basis is included as an attachment and shall be the Contract sum of ~~$ 32,591,132~~ **$ 32,186,118,** which includes alternates, allowances, contingencies, insurance, and bonds.

Original Project Agreement - Science/Media Commons Building # 207-9512-N1 / PO # 907585 **BL 6210 $ 1,554,204 / BL 6270 $ 3,038,709**	$ 4,592,913.00
Change by prior Amendments # 01 - 05 **BL 6210 $ (19,362) / BL 6270 $ 28,017,581**	$ 27,998,219.00
Total Current Amendment #06 - # 207-9512-N1 / PO #907585 **BL 6210 $ 0 / BL 6270 ($ 405,014)**	$ (405,014.00)
Total Revised Agreement Amount	$ 32,186,118.00

**Balance of GMP/Contract Contingencies/Allowances for the project close out are summarized in the table below.*

Current Amendment Breakdown: OBJE: 6210 $____0_____ OBJE: 6270 $___($ 405,014)_____

Original Project Agreement - CTE Modernization PO # 907586 **BL 6210 $ 588,416 / BL 6270 $ 2,006,053**	$ 2,594,469.00
Change by prior Amendments # 01, 03, 04 and 5 $ 2,765,479 - CTE Mod #207-9495-N1 / PO # 907586 **BL 6210 $ 17,274 / BL 6270 $ 2,740,915** $ 2,558,834 - CTE Fire/EMR # 207-9495-N2 / PO # 006857 **BL 6270 $ 2,511,878** $ 1,958,149 - CTE Broadcast # 207-9495-N3 / PO # 006858 **BL 6270 $ 1,883,496**	$ 7,153,563.00
Total Current Amendment # 06- $ 5,352,658 - CTE Mod # 207-9495-N1 /PO # 907586 **BL 6210 $ 0.00 / BL 6270 $ 0.00** $ 2,521,878 - CTE Fire/EMR # 207-9495-N2 / PO # 006857 **BL 6210 $ 0.00 / BL 6270 0.00** $ 1,922,496 - CTE Broadcast # 207-9495-N3 / PO # 006858 **BL 6210 $ 0.00 / BL 6270 $ 0.00**	$0.00
Total Revised Agreement Amount	$ 9,748,032.00

Current Amendment Breakdown: OBJE: 6210 $__0.00_____ OBJE: 6270 $_0_____

Attachment B

Science Original Project Cost		$ 4,592,913.00
Total GMP after all Previous Amendments 01 - 05		$ 27,998,219.00
Owner Contingencies and Allowances Total	$ (3,424,378.00)	
Owner Contingencies and Allowances Used	$ 3,178,603.00	
CCD # 01, 02, 03, 04, 05, 07, 08, 09, 10, 11, 13, 14, 17, 18, 20, 22, 24, 25, 26, 27, 28, 29, 31, 37, 38, 39, 40, 41, 44, 47, 49, 51, 52, 53, 54, 55, 58, 59, 60, 61, 64, 65, 66, 67, 72, 80, 84, 89, 90, 92, 93, 94, 96, 99, 101, 104, 105, 110, 113, 114, 115, 116, 118, 119, 121, 122		
SUBTOTAL	$ (245,775.00)	
Balance of remaining Owner Contingencies/Allowances		**$ (245,775.00)**
Construction Contingencies and Allowances Total	$ (1,003,371.00)	
Construction Contingencies and Allowances Used	$ 844,132.00	
CCD # 06, 12, 15, 16, 19, 21, 23, 30, 32, 33, 34, 35, 36, 42, 43, 45, 46, 48, 50, 56, 57, 62, 63, 68, 69, 70, 71, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 85, 86, 88, 91, 95, 97, 98, 100, 102, 103, 106, 107, 108, 109, 111, 112, 117, 120,		
SUBTOTAL	$ (159,239.00)	
Balance of remaining Construction Contingencies/Allowances		**$ (159,239.00)**
Original GMP	**$ 32,591,132.00**	
Owner Contingencies/Allowances BALANCE ADJUSTMENT	**$ (245,775.00)**	
Construction Contingencies/Allowances BALANCE ADJUSTMENT	**$ (159,239)**	
Amendment #04 – BALANCE ADJUSTMENT		**$ 32,186,118.00**

In all other respects, the terms and conditions of said Design-Build Agreement, 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: Assistant Superintendent, Operations, Facilities and Transportation

XL Construction
A California Corporation

By:_____
Kelley Cowan
Title: **Director**

Federal Tax Identification Number –
77-0307724

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-9

MEETING DATE: 04/19/2022

SUBJECT: Rio Americano High School CTE Modernization Project Site Lease Amendment No. 1 and Facilities Lease Amendment No. 2

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. 4015 approving the first amendment to the site lease and second amendment to the facilities lease for the Rio Americano High School CTE modernization project #208-9495-P1, Health Science project #208-9495-P2 and Manufacturing and Product Development project #208-9495-P3, between San Juan Unified School District and CORE Construction Inc. dba CORE Construction Management.

RATIONALE/BACKGROUND:
The board approves the Site Lease Amendment No. 1 and the revised final Total Base Rent in the amount of $6,480,130 for the project, authorizes the issuance of Facilities Lease Amendment No. 2 and authorizes district staff to issue a notice to proceed with construction of the project. The complete leases are available for review at the Facilities Construction Office.

ATTACHMENT(S):
A: Resolution No. 4015
B: Site Lease Amendment No. 1
C: Facilities Lease Amendment No. 2

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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
Kent Kern, Superintendent of Schools KK

Attachment A

RESOLUTION NO. 4015

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING SITE LEASE AMENDMENT #1 AND FACILITIES LEASE AMENDMENT #2 RIO AMERICANO HIGH SCHOOL CTE PROJECT MODERNIZATION - SJUSD PROJECT #208-9495-P1 HEALTH SCIENCE – SJUSD PROJECT #208-9495-P2 MANUFACTURING & PRODUCT DEVELOPMENT – SJUSD PROJECT #208-9495-P3

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, including preconstruction services; and

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to CORE Construction Inc., dba CORE Construction Management for this Project, which approval for the Facilities Lease Preconstruction Services was in the amount of $20,000.00 per Resolution No. 3087 and increased it by $1,657,345.00 per Resolution No. 4012; 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, CORE Construction Management has finished the preconstruction services for the Project, completed the development of the Total Base Rent for the Project, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents; and

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

WHEREAS, when the Site Lease and Facilities Lease were awarded, the District intended to move students from the facilities being modernized to other facilities on the campus while the construction work was being performed; and

WHEREAS, during preconstruction services, it was determined that existing campus facilities were insufficient to appropriately accommodate all displaced students during construction and that the students could best be accommodated through installation of portable classrooms on another portion of the campus; and

WHEREAS, Exhibit A in the Site Lease and Exhibit B in the Facilities Lease, each Description of the Site, must be amended to include the portion of the campus on which portable classrooms are to be installed; and

WHEREAS, the Division of the State Architect ("DSA") has provided the required approvals for the 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 Site Lease Amendment #1, substituting the revised Site Lease Boundary Map attached hereto for the existing Site Lease Exhibit A.

Section 3. The Board approves Facilities Lease Amendment #2, substituting the revised Site Lease Boundary Map attached hereto for the existing Facilities Lease Exhibit B

Section 4. The Board approves the revised final Total Base Rent in the amount of $6,480,130.00 for the project, authorizes the issuance of Facilities Lease Amendment #2, and authorizes District staff to issue a notice to proceed with construction of the Project. CORE Construction Management demonstrated that it will satisfy the skilled and trained workforce availability, as defined in Public Contract Code section 2601.

Total Base Rent – Preconstruction	$20,000.00
Net Change by Amendment #1	$1,657,345.00
Net Change by Amendment #2	**$4,802,785.00**
Final Total Base Rent	**$6,480,130.00**

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 19, 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Michael McKibbin, Ed.D., President
San Juan Unified School District
Board of Education

Attest:

_____
Pam Costa, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District

Facilities Business Department

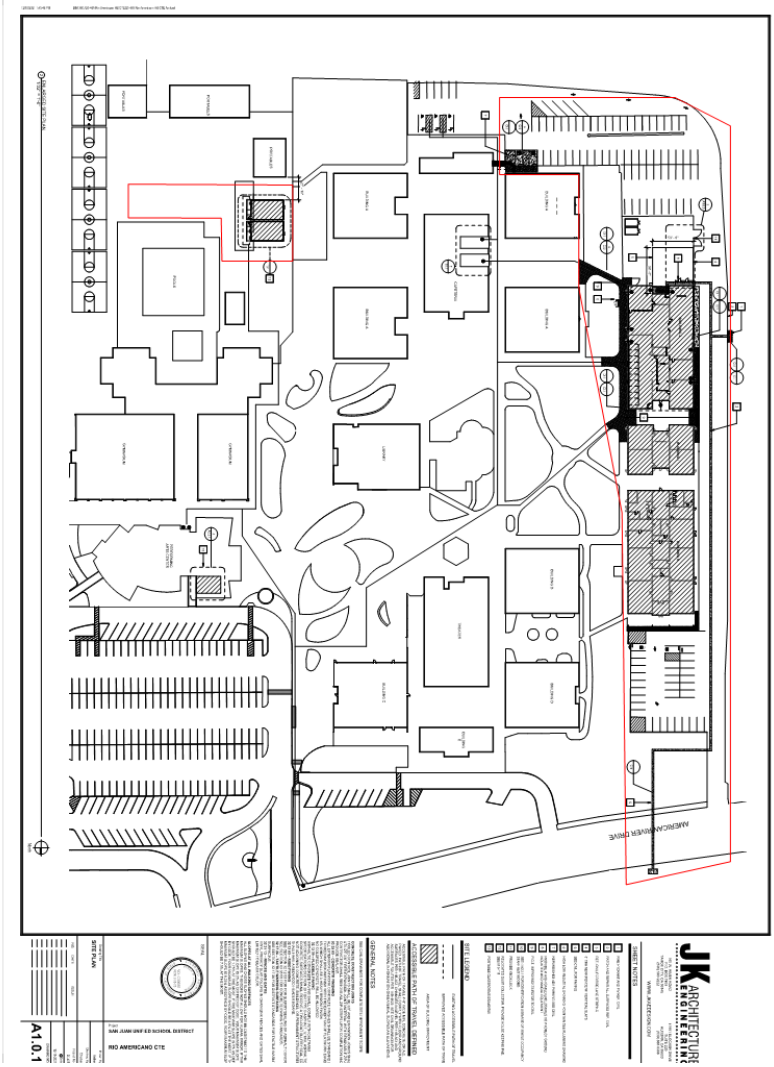
5320 Hemlock Street, Sacramento, California 95841
Telephone 916- 971-7283
Internet Web Site: www.sanjuan.edu

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

Site Lease Amendment #01
Rio Americano HS CTE
DSA App. #02-119642
Facilities Lease Agreement#204372
SJUSD Project MODERNIZATION #208-9495-P1
SJUSD Project HEALTH SCIENCE #208-9495-P2
SJUSD Project MANUFACTURING & PRODUCT DEVELOPMENT #208-9495-P3

Effective **April 19, 2022,** the Site Lease Agreement dated **October 26, 2021** between the San Juan Unified School District and **CORE Construction Inc. dba CORE Construction Management** for the **Rio Americano HS CTE** is amended as follows:

1. Exhibit A Description of the Site is amended to include the **Lease Boundary Map.**



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

CORE Construction Inc. dba CORE Construction Management
A California Corporation

By:_____
Seth Maurer
Title: President

Federal Tax Identification Number:
86-0433249

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

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

Facilities Lease Amendment #02
Rio Americano HS CTE
DSA App. #02-119642
Facilities Lease Agreement#204372
SJUSD Project MODERNIZATION #208-9495-P1
SJUSD Project HEALTH SCIENCE #208-9495-P2
SJUSD Project MANUFACTURING & PRODUCT DEVELOPMENT #208-9495-P3

Effective **April 19, 2022,** the Facilities Lease Agreement dated **October 26, 2021** between the San Juan Unified School District and **CORE Construction Inc. dba CORE Construction Management** for the **Rio Americano HS CTE** is amended as follows:

1. Section 1.1.13 is amended to include the DSA App No. **02-119642**.
2. Section 3.2.3 Time of Completion is amended to state the **total weather days to be zero (0).**
3. Section 4.4.2 Total Base Rent for the Project is amended to be **$4,802,785.00 – Modernization #208-9495-P1 $1,872,577.00; Health Science #208-9495-P2 $1,235,926.00; Manufacturing & Product Development #208-9495-P3 $1,694,282.00.**
4. Section 4.4.2.4.1 Construction Contingency is amended to be **$265,657.00 – Modernization #208-9495-P1 $118,733.00; Health Science #208-9495-P2 $66,925.00; Manufacturing & Product Development #208-9495-P3 $79,999.00.**
5. ~~Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its' entirety.~~
6. Section 4.4.2.4.3 District Contingency is amended to be **$378,126.00 – Modernization #208-9495-P1 $166,046.00; Health Science #208-9495-P2 $97,087.00; Manufacturing & Product Development #208-9495-P3 $114,993.00.**
7. Signature page updates the Contract amount to **$6,480,130.00 – Modernization #208-9495-P1 $2,369,463.00; Health Science #208-9495-P2 $1,883,363.00; Manufacturing & Product Development #208-9495-P3 $2,227,304.00.**
8. Exhibit B Description of the Site is amended to include the **Lease Boundary Map.**
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. Section 01 42 00 References Section 1.4 Codes, B. items 2. and 3. have been updated to the current Code.
11. Section 01 91 13 General Commissioning Requirements is amended to **replace section in its' entirety**.
12. Exhibit E Insurance Requirements is hereby amended to modify Section IV. Liability Insurance. Item 5 Pollution liability to **$1,000,000 per occurrence and $2,000,000 aggregate per pollution event.**
13. Exhibit F General Conditions Costs is amended to include the **General Conditions Costs Breakdown**.
14. Exhibit G Construction Schedule is amended to include the **Approved Baseline Schedule and Site Logistics Plan.**

MODERNIZATION #208-9495-P1 bc 6270 (Scope breakouts – Bldg J & Bldg I FLS/Bldg H FLS/Sitework & Modulars)	
Original Contract Amount (PC only)	$20,000.00
Previously approved Amendment #01 for Preconstruction Services	$476,886.00
Amendment #02 for Total Base Rent	$1,872,577.00
Revised Total Base Rent	**$2,369,463.00**

HEALTH SCIENCE #208-9495-P2 bc 6270 (Scope breakout – Bldg J Health Science)	
Original Contract Amount (PC only)	$0.00
Previously approved Amendment #01 for Preconstruction Services	$647,437.00
Amendment #02 for Total Base Rent	$1,235,926.00
Revised Total Base Rent	**$1,883,363.00**

MANUFACTURING & PRODUCT DEVELOPMENT #208-9495-P3 bc 6270 (Scope breakout – Bldg J Manufacturing)	
Original Contract Amount (PC only)	$0.00
Previously approved Amendment #01 for Preconstruction Services	$533,022.00
Amendment #02 for Total Base Rent	$1,694,282.00
Revised Total Base Rent	**$2,227,304.00**

TOTAL REVISED CONTRACT AMOUNT	**$6,480,130.00**

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

CORE Construction Inc. dba CORE Construction Management
A California Corporation

By:_____
Seth Maurer
Title: President

Federal Tax Identification Number:
86-0433249

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-10

MEETING DATE: 04/19/2022

SUBJECT: Lease-Leaseback Contract Award for Katherine Johnson Middle School

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4016, awarding the lease-leaseback contract for Katherine Johnson Middle School (the "Project") to Flint Builders, Inc., pursuant to Education Code section 17406.

RATIONALE/BACKGROUND:
The Project shall include, but not be limited to, the demolition of the existing Creekside Adult School at 2641 Kent Drive, Sacramento, CA 95821, and the construction of a new campus-style middle school with classroom buildings, science and makers space classroom buildings, an administration and library building and a multipurpose building. There will be site work to upgrade underground utilities and prepare the ground for the new buildings and accessible hard courts and new playfields. The Project will also include new driveways and parking lots. The site lease agreement and facilities lease agreement are available for review at the Facilities Construction Office.

ATTACHMENT(S):
A. Resolution No. 4016

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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
Kent Kern, Superintendent of Schools

Attachment A

RESOLUTION NO. 4016

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING THE AWARD OF THE LEASE-LEASEBACK CONTRACT TO FLINT BUILDERS FOR THE KATHERINE JOHNSON MIDDLE SCHOOL PROJECT AND SETTING FORTH THE WRITTEN BASIS FOR THIS DECISION TO AWARD

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

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

WHEREAS, consistent with those mandatory procedures and guidelines, the District issued Request for Proposals #22-216 ("RFP"), which (1) included a requirement for proposers to be prequalified under Section 20111.6 of the Public Contract Code, (2) included an estimate of the price of the Project, a description of preconstruction services to be provided, and a description of the facilities to be constructed; (3) included the key elements of the instrument to be awarded; (4) included a description of the criteria to be considered in evaluating the Proposals; and (5) included the scoring to be applied to the proposals; and

WHEREAS, eleven (11) potential lease-leaseback proposers submitted Proposals in response to the RFP, which, the District has carefully examined;

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

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

2. Flint Builders Inc. submitted a Proposal responsive to the RFP, which has been determined to present the best value to the District. The Proposal received a score of 312.22 out of a possible 320. This was the highest score received, with the other two shortlisted proposers receiving scores of 296.07 for Clark/Sullivan Construction and 267.12 for Balfour Beatty.

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

4. The initial amount of the Facilities Lease shall be $70,000.00 for preconstruction services only. No construction services are authorized at this time without DSA approval.

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 19, 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Michael McKibbin, Ed.D., President
San Juan Unified School District
Board of Education

Attest:

_____
Pam Costa, Clerk
San Juan Unified School District
Board of Education

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 04/19/2022

SUBJECT: San Juan Education Foundation Update

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

DEPARTMENT: Community Relations

ACTION REQUESTED:
The superintendent is recommending that the board review a report of current efforts by the San Juan Education Foundation.

RATIONALE/BACKGROUND:
The San Juan Education Foundation (SJEF) is an independent non-profit organization founded to support learning and enrichment needs in San Juan Unified schools and programs. Since its inception, SJEF has raised hundreds of thousands of dollars that it has used to support direct-to-teacher grants, strategic initiatives, and student scholarships.

The work of the foundation is made possible by a volunteer board who donate their time, energy and talent. This year, SJEF also welcomed a new executive director, its first full-time support. The district and the foundation also entered into a formal memorandum of understanding defining supports and alignments between the two organizations.

SJEF has had an active year in 2021-2022 with several initiatives remaining including the Fair Oaks Sun Run on May 1 and the Big Day of Giving on May 5.

ATTACHMENT(S):
A: Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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: Trent Allen, APR, Chief of Staff

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan EDUCATION FOUNDATION

An independent 501(c)3 nonprofit founded in 1991



SUPPORTING AND ADVANCING EXCELLENT EDUCATION FOR ALL SAN JUAN UNIFIED STUDENTS THROUGH PARTNERSHIP WITH PARENTS, EDUCATORS, BUSINESSES, AND THE COMMUNITY

Board of Directors

- Robert Gutowsky, Board Chair – Tri Counties Bank, Vice President, Commercial Relationship Manager
- Bryan McKrell, Board Vice-Chair – Link Industrial Properties, Senior Vice President
- Jeff Milde, Board Secretary – Calma Association Management Company, Owner
- Robert O'Brien, Board Treasurer – Retired
- Katie Dahl – Association of California Water Agencies, Member Services Manager
- Dr. General Davie – Retired San Juan Unified Superintendent
- Jay Ezzell – Ezzell & Associations, LLC, Managing Member/Founder
- John Finegan – Beck Ag, Founder and Chairman
- Kimberly Garner – Garner Law, Attorney
- Brandon Ida – Kaiser Permanente, Community and Government Relations
- Rick Launey – National Ed Online, Executive Producer
- Vera Vaccaro – Retired San Juan Unified Principal
- Laura Williams – Child Action, Inc, Chief Financial Officer

"The nonprofit board's objective is to fulfill the organization's mission. In doing so, the board represents the public interest and is accountable to the public as well as legal bodies." –Board Effect

2

How?



Raising & spending money for kids

RAISE

- Fair Oaks Sun Run/Race to Educate
- An Evening with the Stars
- Big Day of Giving
- Special Campaigns
- Community Interest

SPEND

- Direct-to-Teacher/School Grants
- Scholarships
- Special Campaigns



3

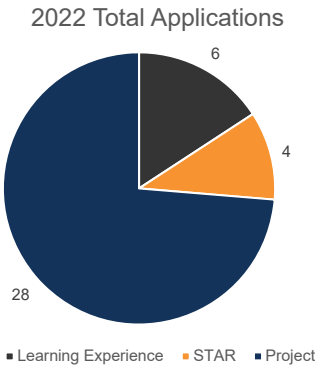


PARTNERSHIPS

- San Juan Unified School District
- San Juan Unified School Board
- Junior Achievement
- Capital Road Race Management
- Sacramento Kindness Campaign
- Recreate

4

Grant Programs



$5,000 Learning Experience

Encouraging student development and community building through a shared learning experience, particularly at the entire grade level or entire school site.

$1,500 STAR

For programs that focus on **S**cience, **T**echnology, **A**rts or **R**eading (or any combination thereof) and relates to the state's academic content standards.

$500 Project

For teachers/school site staff looking to implement a project on a one-time basis designed to enrich their students' learning.

5

2022 GRANT AWARDEES REPRESENTING

6

Scholarship Portfolio

Superintendent's Student Advisory Council
- Multiple $500 awards for any San Juan Unified graduating senior with post-high school education plans

Cal Worthington Memorial
- $1,500 for one student from each high school with career interests in automotive technology, the military, media arts, aviation, business, agriculture, or culinary arts ($2,000 for students from San Juan HS and Encina HS)

Republic Services & City of Citrus Heights Sustainability
- $1,000 for 3 students who live in Citrus Heights and plan to pursue a career in environmental studies, environmental science/justice, or sustainability

Mesa Verde Senior
- 12 awards per year ranging from $500 – $2, 000 for MVHS graduating seniors with post-high school education plans

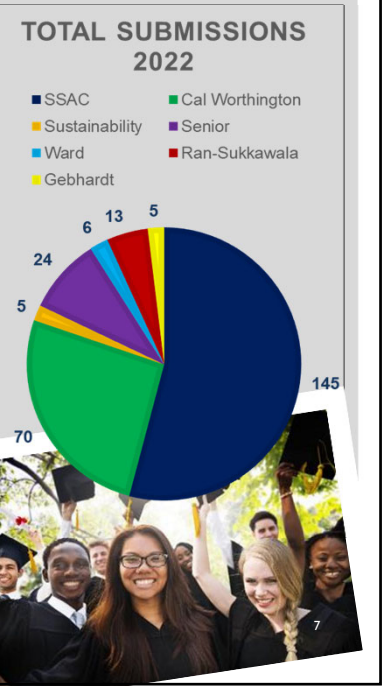
Mesa Verde Ward Family*
- $2,000 award for one highly engaged and academically gifted MVHS student planning to attend a four-year university

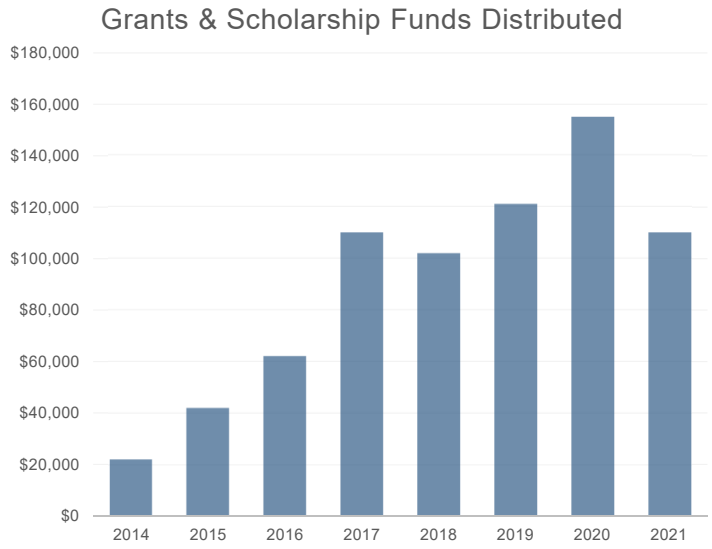
Mesa Verde Michael Gebhardt Athletic
- Two $500 awards for MVHS athletes with a GPA of 3.0 or better and post-high school education plans

Mira Loma Ran-Sukkawala Family*
- $1,000 for MLHS student with a 3.0 average who can demonstrate financial need and has post-high school education plans

San Juan HS Brent Boultinghouse Culinary Arts*
- $1,000 award for a SJHS student who can demonstrate financial need and is planning to attend a culinary arts institute

*New in 2022





Impact

$689,975

Total teacher/school grants since 2006





Need to Knows

Fair Oaks Sun Run May 1:	Raising funds, and celebrating family and fitness – Schools can raise funds directly by setting up a team and encouraging participation and fundraising
Big Day of Giving May 5:	Raising fund for Direct-to-Teacher/School Grants and McKinney-Vento Program, "Families in Transition"
Nominate a STAR by May 30:	Recognizing and honoring San Juan Unified Alum who have made an impact in their respective field
Direct-to-Teachers/ School Grants Due:	September 25 ($500 grants) October 25 ($1,500 & $5,000 grants)
SAVE-THE-DATE:	October 7 for "An Evening with the STARS"

9



Questions?

THANK YOU!

Find more information and SIGN UP for our newsletter here

Colleen Cadwallader
Executive Director
SanJuanEducationFoundation.org
Colleen.Cadwallader@sanjuan.edu
(916) 979-8937

10

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 04/19/2022

SUBJECT: Technology 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 just more than 50 passionate professionals working in five teams. This year also began with establishing a lead for each team which we are proud to share were all recruited from internal candidates within the department.

In response to the COVID-19 pandemic and related challenges, our teams deployed several technology solutions to support continued in-person and remote learning. The district's portal was replaced to provide more stable access while a new product known as Clever allowed us to simplify how our students and staff gain access to a repository of learning resources. More than 20,000 Chromebooks remain deployed to students from the 2020/21 school year along with 2,100 hot spots. Support has been a large part of our work during the pandemic both for the devices deployed as well as calls for assistance. The team has reorganized and focused its processes resulting in more than 87 percent of help desk calls being answered in person.

The Networking and Applications Support team has been instrumental in several efforts this year including upgrades to our infrastructure and deployment of multi-factor authentication (MFA) to keep data and services secure. The Student Information Support team has worked to implement upgrades to the system while also supporting San Juan Central's successful completion of this year's open enrollment lottery. Our Help Desk and Desktop Support team handles the deployment, repair and troubleshooting of devices and has been especially busy this year supporting technology deployments in the remodeling of Katherine Johnson Middle School's office and delivering more than 500 Chromebook carts to schools. Business Systems Support has kept the software powering our human resources, payroll and other business systems functioning with four major updates in the last year and developing a new requisition routing process with the purchasing department. And, the Applications and Architecture and Design team was instrumental in developing solutions that allowed the district to manage COVID-19 cases and share updates via the COVID-19 dashboard with our community.

The department also has a number of high profile projects underway including support for Smooth Start this fall, exploration of a document management system, roll-out of new enrollment software, implementation of cyber security training, beginning deployment of a new financial and employee system, updates to technology in the board room, improved network connectiveness at a number of elementary and middle schools and assisting early childhood education (ECE) with its new registration

and billing system. In 2022/23 the department will also be developing a business continuity plan, creating an email retention policy and exploring options for 1:1 device deployments.

ATTACHMENT(S):
A: PowerPoint Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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: Peter Skibitzki, Senior Director, Technology Services

APPROVED BY: Kent Kern, Superintendent of Schools KK

TECHNOLOGY SERVICES

San Juan Unified School District
Board of Education Technology Update Report
April 19, 2022

Peter Skibitzki
Sr. Director Technology Services

TECHNOLOGY SUPPORT STAFF



Kristine Dunn
Administrative Assistant

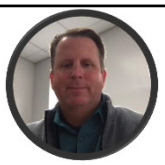


Debra Jordan
Department Secretary



Denise Duvall
Intermediate Clerk Typist

TECHNOLOGY MANAGEMENT TEAM



Joe Nogosek
Program Manager Networking & Applications Support



Laura Kenobbie
Program Manager Student Information Systems



Esteban Ramirez
Coordinator Technology Support



Dave Kong
Coordinator Business Systems Support



Jeff Pham
Applications Architect

3

TECHNOLOGY DEPARTMENT TEAMS

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

SIS Team
Program Manager
(6)Student Information Support Specialist
(2) Database Administrators

FIS TEAM
Program Coordinator
(1) Senior Programmer Analyst
(1) Financial Support Specialist

Technology Support Team
Program Coordinator
(5) Senior Technology Support Specialist
(12) Technology Support Specialist II
(3) Technology Support Specialist I ** One vacancy

Networking & Application Support Team
Program Manager
(4) Network Support Specialist ** One vacancy
(4) Application Support Specialist
(2) Telecommunication Support Specialist ** One vacancy

Enterprise Applications Team
(1) Project Manager ** One vacancy
(1) Applications Architect

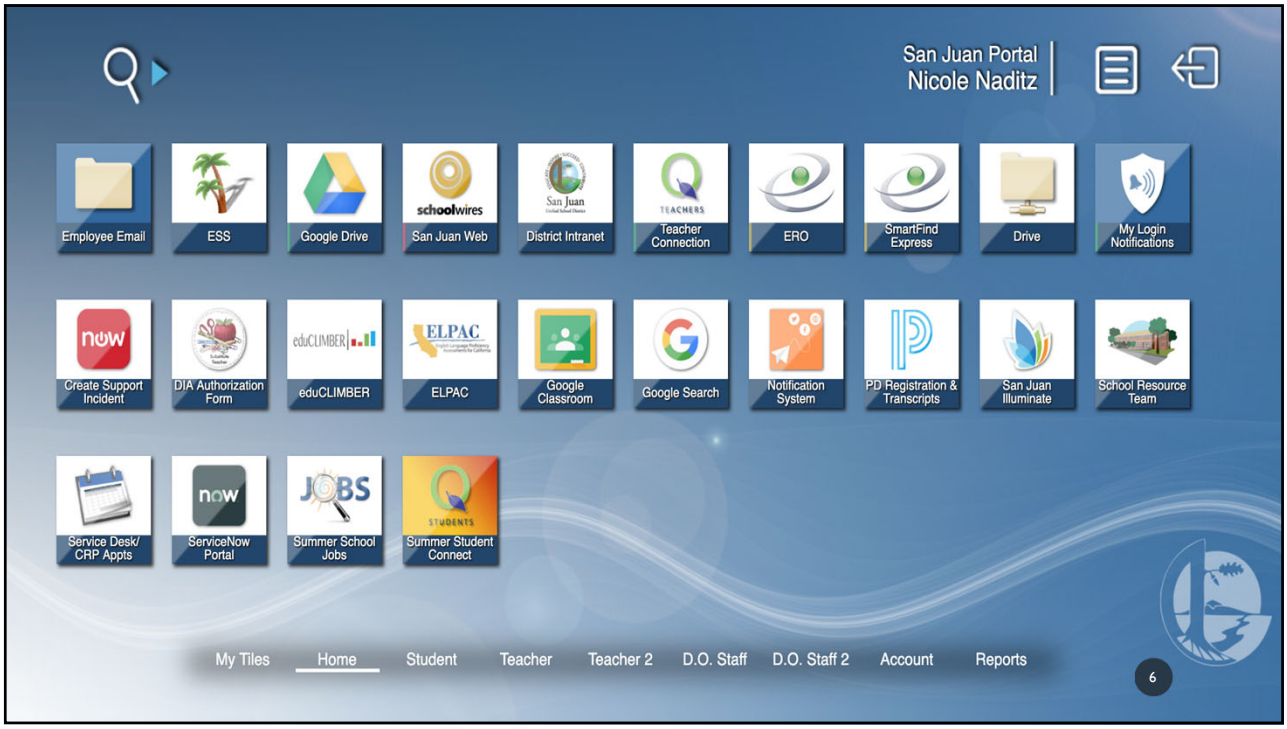
Total Department 50.5 FTE

4

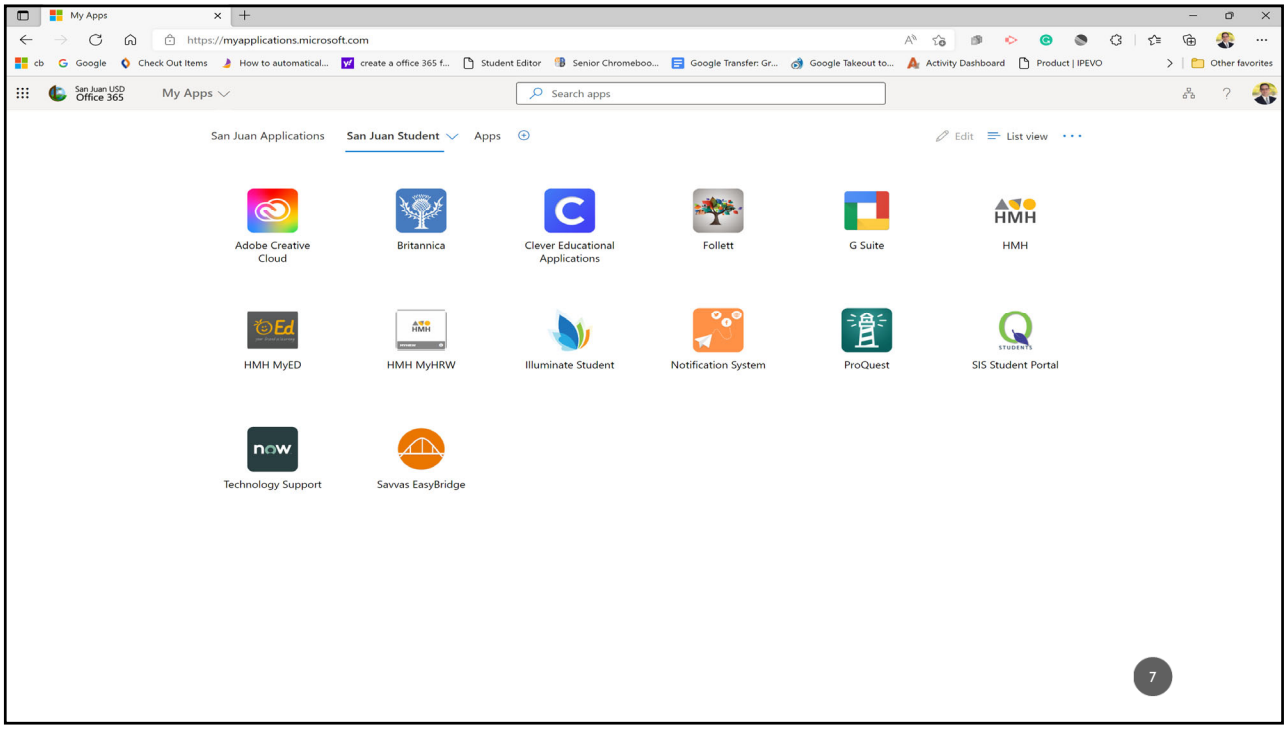
DISTANCE LEARNING LESSONS LEARNED

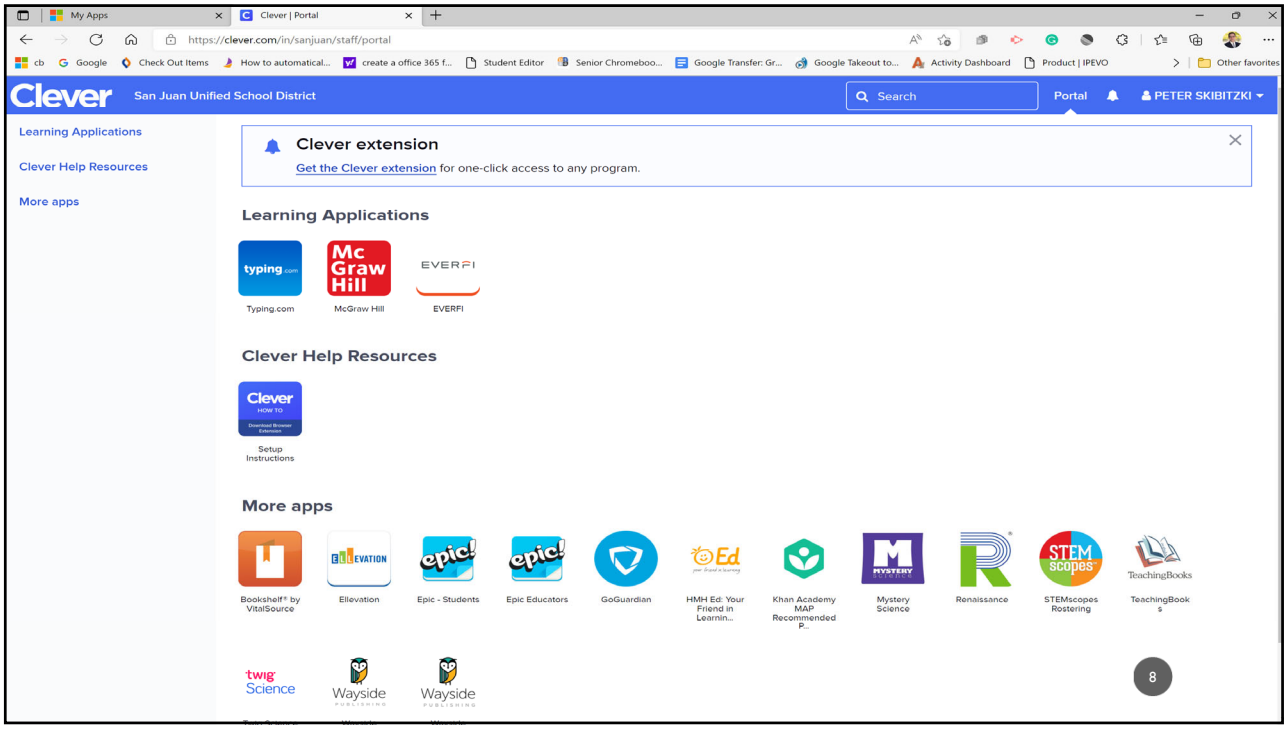
District Portal

5



6


My Apps
https://myapplications.microsoft.com
San Juan USD Office 365
My Apps
Search apps
San Juan Applications
San Juan Student
Apps
Edit
List view
Adobe Creative Cloud
Britannica
Clever Educational Applications
Follett
G Suite
HMH
HMH MyED
HMH MyHRW
Illuminate Student
Notification System
ProQuest
SIS Student Portal
Technology Support
Savvas EasyBridge
7


My Apps
Clever | Portal
https://clever.com/in/sanjuan/staff/portal
Clever
San Juan Unified School District
Search
Portal
PETER SKIBITZKI
Learning Applications
Clever Help Resources
More apps
Clever extension
Get the Clever extension for one-click access to any program.
Learning Applications
Typing.com
McGraw Hill
EVERFI
Clever Help Resources
Setup Instructions
More apps
Bookshelf® by VitalSource
Ellevation
Epic - Students
Epic Educators
GoGuardian
HMH Ed: Your Friend in Learnin...
Khan Academy MAP Recommended P...
Mystery Science
Renaissance
STEMscopes Rostering
TeachingBooks
twig Science
Wayside
Wayside
8

DISTANCE LEARNING LESSONS LEARNED

Technology Support Delivery Model

9

DISTANCE LEARNING LESSONS LEARNED

- Support Calls Received: 6,156
- Support Calls Answered by Live Voice:5,371
- 87.2 % Answer Rate

10

SCHOOL WIDE TECH

- 20,000 Chromebooks (CB) are still checked out to students from the 2020/2021 school year and being supported.
- All schools have been made whole for Chromebooks used from their site during the 2020/2021 school year.
- 2,100 Hot Spots currently in use by students.
- 100 OWL cameras purchased, one unit was delivered to each school site and specialized program for video conferencing purposes.

11

QR CODES

- Quick response codes (QR) were rolled out to elementary sites in March for use by TK-2 students when signing into Chromebooks.

12

How to log in to Google Chromebooks with Clever

13

NETWORKING & APPLICATIONS SUPPORT



Joe Nogosek
Program Manager Networking & Applications Support

Completed:

- Clever Badges to grade levels TK-2 for 33 sites
- ATT FirstNet Hotspot swap out

In Progress

- Wireless upgrade to Aruba
- Palo Alto Firewall upgrade
- Network redesign
- Multi-Factor Authentication (MFA)
- Cyber-Security Awareness training
- Intune rollout for Windows Devices
- Print Server - Management

14

STUDENT INFORMATION SUPPORT



Laura Kenobbie
Program Manager Student Information Systems

Completed

- Open Enrollment Lottery – 2022/2023 School Year
- CALPADS Fall 1 State Reporting
- CALPADS Fall 2 State Reporting
- SQL Migration – SIS Environment Upgrade
- Q Application Upgrade 3.9.1

In Progress

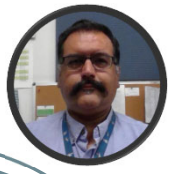
- Q Summer School Configuration
- Power School Enrollment/Q Integration
- Q Scan Manager Module Configuration

Planned

- Q Year End
- Q Annual Parent Information Update
- Q - Alternative Income Verification Collection
- Q SSO
- Q/Google Classroom Integration
- CALPADS EOY 1-4 State Reporting
- Q Application Upgrade 3.9.2

15

HELP DESK & DESKTOP SUPPORT



Esteban Ramirez
Coordinator Technology Support

Completed

- Wired and Delivered (510) CB carts to sites to assist in making each site whole for the beginning of the school year.
- 1 OWL Camera deployed to each site across the district.
- Assisted App Support and ATT in swapping SIMs at sites.
- Provided support twice to get technology operational after remodels at Katherine Johnson Middle School (KJMS).
- Provided support to get technology operational after Human Resources (HR) Office remodel.
- Setup Payroll with technology to allow them to move to a Hybrid-Remote work model.
- Inventory of M&O tech equipment to determine Computer Refresh Program (CRP) and other tech needs.
- Setup 75 CBs for Central to use at Encina's Saturday Academy.
- Scan all CBs district-wide designated for QR logins

In Progress

- Assist App Support in gathering information for print server deployment

Ongoing

- Continual cleaning and repairing of CBs to have ready for site and home use needs.

16



BUSINESS SYSTEMS SUPPORT

Dave Kong
Coordinator Business Systems Support

Completed

FIS Global:

- Implementation successful August 2021
- APY payments via FIS-ACH and FIS-vCard were minimal at the beginning but started to take off in October
- FIS-vCard payments: $1,262,100
- FIS-vCard 1% cashback: $12,621
- FY22 projection is up to $25,600 in cashback benefit

In Progress

Requisition Routing:

- Facilities
- Transportation

Ongoing

QSS Upgrades:
- 4 major quarterly updates a year
- Quarter 1 (v1.70.0) – server upgrade on 3/31/2022

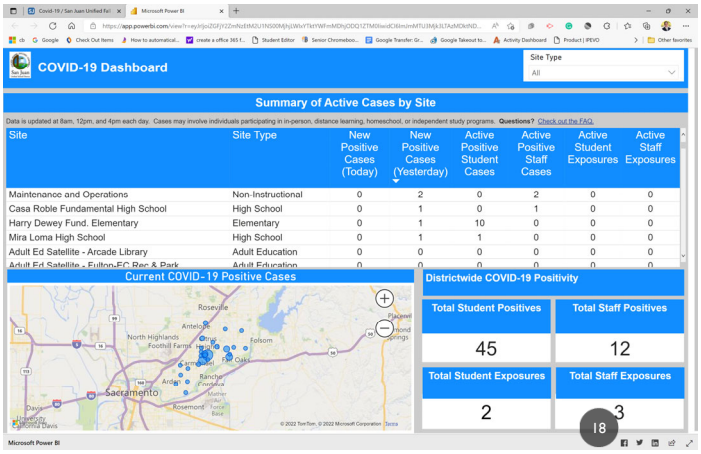
17



APPLICATIONS ARCHITECTURE & DESIGN

Jeff Pham
Applications Architect

- COVID-19 Case Management



18

ENTERPRISE PROJECTS & INITIATIVES

- Document Management Program
- Implementation of new lottery and enrollment software.
- Onboarding of the district's newly selected Enterprise Resource Planning (ERP) software.
- Early Childhood Education (ECE) billing and registration program.

19

MFA AND CYBER SECURITY TRAINING

- By July 1 of this year, the district will be required to implement multi-factor authentication (MFA) in order to renew its cyber-security and breech insurance.
- Working with HR and Labor Relations to establish a new program to train end users on identifying email phishing attacks.

20

NETWORK & INFRASTRUCTURE UPGRADES

- New direct fiber network connections to all elementary and middle schools.
- District wide wireless upgrade
- Identifying School Sites needing Cable Plant Upgrades.
- Board room Dais and AV equipment upgrades

21

SERVICE NOW

- Financial Information System: 508 tickets / 99% resolved remotely
- Network: 7,156 tickets / 44.3% resolved remotely
- SIS: 7,504 tickets / 100% resolved remotely
- Desktop: 11,524 tickets / 64.5% resolved remotely

22

END OF YEAR PLANNING

- Technology services is working with the communications department on plans for the livestreaming and recording of high school graduations.
- Investigating summer school program needs
- Smooth Start to facilitate new teacher orientation for the 2022-2023 school year.

23

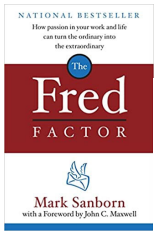
UPCOMING INITIATIVES FOR 22/23

- Implementation of new ERP System
- Development of Business Continuity Plan
- Creation of Email Retention Policy
- Exploration of 1:1 Device Options

24

HOW DO WE DO IT ?

AS FRED'S



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.

Sanborn & Associates, Inc.
www.fredfactor.com
www.marksanborn.com

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Q& A

- Thank You

26

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 04/19/2022

SUBJECT: Presentation of the San Juan Supervisors Association Proposal for Successor Contract 2022-2023

DEPARTMENT: Labor Relations

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 10, 2022

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 negotiations, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal from San Juan Supervisors Association (SJSA) to San Juan Unified School District (SJUSD) for 2022-2023

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

INITIAL BARGAINING PROPOSAL FROM SAN JUAN SUPERVISORS ASSOCIATION (SJSA) TO SAN JUAN UNIFIED SCHOOL DISTRICT (SJUSD) FOR 2022-2023

SJSA intends to negotiate the following articles of the current contract for 2022-2023.

Article 1 Recognition

- SJSA's interest is to negotiate changes and/or update to this article.

Article 4 Condition of Employment

- SJSA's interest is to negotiate changes and/or update to this article.

Article 5 Salary

- Salary cannot be re-opened in 2022-2023 per the Collective Bargaining Agreement. However, SJSA's interest is to put forth an action plan for a comparative study.

Article 14 Retirement

- SJSA's interest is to negotiate changes and /or update this article.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 04/19/2022

SUBJECT: Presentation of the San Juan Professional Educators Coalition Proposal for Successor Contract 2022-2023

DEPARTMENT: Labor Relations

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

ACTION REQUESTED:
The bargaining interests of the San Juan Professional Educators Coalition are presented for discussion pursuant to Government Code section 3540 et seq. and District Board Policy 4143.1.

Public Comment: May 10, 2022

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 negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: San Juan Professional Educators Coalition (SJPEC) Proposed Interests for 2022 Reopener Negotiations

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/04/2022

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, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

ATTACHMENT A

SJPEC PROPOSED INTERESTS FOR 2022 REOPENER NEGOTIATIONS

ARTICLE 9: Work Year and Hours

To implement staffing ratios consistently and fairly in the District to meet the needs of staff and students in all schools.

ARTICLE 10: Safety

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

Article 13: Benefits

To maintain a benefit package that is competitive with school districts throughout California.

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2021-2022

MAY 10

Recognition: California Day of the Teacher (May 11) – A	Oropallo
Recognition: Classified School Employee Week (May 15-21) – A	Oropallo
Career Technical Education Update – R	Schnepp
A-G Completion Improvement Grant – R	Schnepp
SJSA Proposal for Successor Contract 2022-2023 – PC [Discussed 04/19/22]	Thigpen
SJPEC Proposal for Successor Contract 2022-2023 – PC [Discussed 04/19/22]	Thigpen
CSEA Initial Proposal for Contract Reopeners 2022-2023 – D	Thigpen
Teamsters Initial Proposal for Contract Reopeners 2022-2023 – D	Thigpen
Williams Complaint Report – R	Simlick
*Approval of CTE 2022 Advisory Committee Roster – A	Schnepp
*Head Start/Early Head Start COLA Funding Allocation 2022-2023 – A	Townsend-Snider
*Choices Charter School Lease Amendment No. 3 – A	Camarda
*Site License New Cingular Wireless PCS, LLC – A	Camarda

MAY 24

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) Plan – D	Calvin
Developer Fees Increase and Study – D/A	Camarda
CSEA Initial Proposal for Contract Reopeners 2022-2023 – PC [Discussed 05/10/22]	Thigpen
Teamsters Initial Proposal for Contract Reopeners 2022-2023 – PC [Discussed 05/10/22]	Thigpen
*Head Start/Early Head Start Contract Resolution FY 2022-2023 – A	Townsend-Snider

JUNE 14

School Climate: Parent-Staff-Student Voice – R	Bassanelli
Public Hearing: LCAP – D	Bassanelli
Public Hearing: LCAP/Choices Charter School – D	Ginter
Universal Prekindergarten Planning and Implementation – D	Townsend-Snider
Public Hearing: Adoption of the 2022-2023 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
*Expanded Learning Opportunities Program (ELO-P) Plan – A [Discussed 05/24/22]	Calvin
*CIF Superintendent Designation of Representatives 2022-2023 – A	Schnepp

JUNE 28

LCAP – A [Public Hearing 06/14/22]	Bassanelli
LCAP Choices Charter School – A [Public Hearing 06/14/22]	Ginter
Universal Prekindergarten Planning and Implementation – A [Discussed 06/14/22]	Townsend-Snider
Adoption of the 2022-2023 Budget – A [Public Hearing 06/14/22]	Stahlheber
*Consolidated Application, Spring Report 2021-2022 – A	Calvin
*2021-2022 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2020-2021 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber

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