

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

Tanya Kravchuk, President
Manuel Perez, Vice President
Nick Bloise, Clerk
Zima Creason, Member
Abid Stanekzai, Member
Pam Costa, Member
Ben Avey, Member

Board of Education Agenda
February 10, 2026

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Alternatively, you can view the board meeting virtually via livestream from a computer, mobile device or tablet at <https://www.sanjuan.edu/boardmeeting>.

The full agenda packet is available on the district website at <https://www.sanjuan.edu/boardagendas>. The district has taken the following steps to assist the public in offering public comment:

1. In Person Public Comment. Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Please be aware that public comments, including your name, become part of the public record.
2. Online Submission of Public Comment. Members of the public may submit written comments by using the comment form located on the district website at <https://www.sanjuan.edu/boardmeeting>. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.

NOTICE OF TELECONFERENCING

Government Code section 54953 permits the Board of Education to conduct its meeting from a different location via teleconference provided that at least a quorum of the board members participate from a location within district boundaries. This meeting shall be conducted using teleconferencing at the following location, which shall be accessible to the public: Gaylord National Resort & Convention Center, 201 Waterfront Street, National Harbor, Maryland, 20745. Members of the public shall be afforded the opportunity to address the Board of Education as permitted under Government Code section 54954.3 at the teleconference location. Voting at this meeting shall be by roll call.

A. OPEN SESSION/CALL TO ORDER/PLEDGE OF ALLEGIANCE - 6:30 p.m.

B. APPROVAL OF MINUTES

1. Minutes - January 27, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for January 27, 2026, regular meeting, pages 2735-2737.

C. ORGANIZATIONS/ANNOUNCEMENTS - 6:35 p.m.

1. High School Student Council Reports
2. Staff Reports
3. Board-appointed/District Committees
4. Employee Organizations
5. Other District Organizations

D. 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.

E. CONSENT CALENDAR - 7:20 p.m.

Action: The administration recommends that the consent calendar, E-1 through E-6, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. Personnel Report

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

2. Purchasing Report

The superintendent is recommending that the board approve the purchasing report which includes: purchase orders, service agreements and contracts and change orders/amendments.

3. Surplus Property

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

4. Gifts

The superintendent is recommending that the board accept the list of gifts.

5. Revisions to the Governance Handbook

The superintendent is recommending that the board approve the proposed revisions to the Governance Handbook. (Discussed: 01/13/2026)

6. Revisions to Board Policy 5117 Interdistrict Attendance

The superintendent is recommending that the board approve the proposed revisions to Board Policy 5117 Interdistrict Attendance. (Discussed: 01/27/2026)

F. CONSENT CALENDAR (continued, if necessary)

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

G. BUSINESS ITEMS

1. **2025-2026 Local Control and Accountability Plan (LCAP) Mid-Year Update (Oaxaca) - 7:25 p.m.**

Report: The superintendent is recommending that the board hear a report regarding the 2025-2026 Local Control and Accountability Plan mid-year update.

2. **Choices Charter School Mid-Year Local Control and Accountability Plan (LCAP) Update 2025-2026 (Oaxaca) - 7:45 p.m.**

Report: The superintendent is recommending that the board hear a report regarding the Choices Charter School 2025-2026 LCAP mid-year update.

3. **Proposed New and Revised Board Policies Aligned with Updates to Education Code 234.7 (Oaxaca) - 7:55 p.m.**

Discussion: The superintendent is recommending that the board discuss newly proposed board policies and board policy revisions related to updates to Education Code 234.7 (as amended by Assembly Bill 495 [2025], Senate Bill 98 [2025], and Assembly Bill 49 [2025]), and other Education and Government Code updates:

1. Board Policy 1445 Response to Immigration Enforcement (new)
2. Board Policy 5145.13 Response to Immigration Enforcement (retire via Resolution No. 4252)
3. Board Policy 0450 Comprehensive Safety Plan (new)
4. Board Policy 1340 Access to District Records (revisions)
5. Board Policy 5125 Student Records (revisions)
6. Board Policy 5125.1 Release of Directory Information (revisions)

Action anticipated: 02/24/2026.

4. Resolution Reducing or Discontinuing Certain Classified Services (Thigpen) - 8:10 p.m.

Discussion: The superintendent is recommending that the board discuss the adoption of Resolution No. 4245, reducing or discontinuing certain classified positions effective June 30, 2026, because of lack of work and/or lack of funds. Action anticipated: 02/24/2026.

5. Resolution Reducing or Discontinuing Particular Kinds of Services - TK-12 Certificated (Thigpen) - 8:15 p.m.

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No, 4246, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result.
2. Resolution No. 4247, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

6. Resolution Reducing or Discontinuing Particular Kinds of Services - Early Childhood Education (Thigpen) - 8:20 p.m.

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4248, reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2026, because of lack of work and/or lack of funds.
2. Resolution No. 4249, establishing criteria to apply to break a tie in seniority for Early Childhood Education certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

7. Resolution Reducing or Discontinuing Particular Kinds of Services - Adult Education (Thigpen) - 8:25 p.m.

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4250, reducing or discontinuing particular kinds of services, and the corresponding amount of adult education certificated staffing that will be reduced as a result.
2. Resolution No. 4251, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

H. BOARD REPORTS - 8:30 p.m.

I. FUTURE AGENDA - 8:35 p.m.

1. Tentative future agenda items

The board may wish to identify items to be discussed at future meetings and the reasons therefore.

J. ADJOURNMENT - 8:40 p.m.

NOTE: The times indicated are approximate.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3).

A person with a disability may contact the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu 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.

Mission Statement

We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.

San Juan Unified Land Acknowledgement

The San Juan Unified School District acknowledges that our schools are located on the ancestral lands of the Nisenan and Miwok peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their cultures and traditions despite historical and ongoing challenges.

We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding, respect, and active collaboration with their communities.



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

**Board of Education Minutes
January 27, 2026**

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

Open Session/Call to Order (A)

At 5:45 p.m., the January 27 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website.

Roll Call

Present:
Tanya Kravchuk, president
Manuel Perez, vice president (*left at 7:31 p.m.*)
Nick Bloise, clerk
Zima Creason, member
Abid Stanekzai, member
Pam Costa, member
Ben Avey, member

Announcement of Closed Session Topics/Closed Session Visitor Comments (A-1)

There were no closed session visitor comments.

Closed Session (B)

The meeting was then recessed with the board convening in closed session to consider student expulsions in two cases (Education Code section 48918[f]); and to discuss personnel matters – public employment (Government Code section 54957) – superintendent and acting superintendent.

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m., the January 27 regular meeting was called back to order by the president, Tanya Kravchuk. Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Mr. Stanekzai, seconded by Mr. Perez, that the minutes of the January 13 regular meeting be approved. MOTION CARRIED 5-0-2 [AYES: Kravchuk, Perez, Bloise, Stanekzai, Avey; NOES: None; ABSTAIN: Creason, Costa].

Recognition: National School Counseling Week (E-1)

It was moved by Ms. Creason, seconded by Ms. Costa, to adopt Resolution No. A-460 proclaiming the week of February 2-6, 2026, as National School Counseling Week. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Recognition: National School Social Work Week (E-2)

It was moved by Ms. Costa, seconded by Mr. Bloise, to adopt Resolution No. A-461 proclaiming the week of March 1-7, 2026, as National School Social Work Week. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

High School Student Council Reports (F-1)

High School Student Council representatives Demid Baburkin and Kaylin Erler from Meraki High School; Alice Crane from La Entrada High School; and Michael Bolyshkanov and Kiyomi Fielden from El Sereno High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (F-2)

Executive Director of the San Juan Education Foundation Colleen Cadwallader provided a mid-year update on the work of the organization.

Closed Session/Expulsion Actions (F-6)

Mr. Bloise reported that the board voted unanimously to accept a hearing panel's recommendation of two suspended expulsions in case numbers S-10 and S-15.

Ms. Kravchuk also reported that as of February 2, 2026, Ms. Bassanelli will resume her duties as Superintendent of Schools, and she thanked Chief of Staff Trent Allen for his support over the last few months, and noted that as of February 2, 2026, Chief Allen's interim agreement as Acting Superintendent of Schools will conclude along with his duties and responsibilities related to the same.

Visitor Comments (G)

Sacramento Literacy Foundation Program Manager Rigo Tovar shared information about student literacy.

Sacramento Literacy Foundation Executive Director April Javist shared information about student literacy.

Consent Calendar Approved (H-1/H-9)

Ms. Costa pulled item H-10, and Ms. Creason pulled item H-11. It was moved by Mr. Bloise, seconded by Mr. Avey, that the consent calendar items H-1 through H-9 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Personnel Report (H-1)

Appointments, leaves of absence and separations – approved as submitted.

Purchasing Report (H-2)

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

Notices of Completion (H-3)

Notices of completion – approved as submitted.

Financial Report (H-4)

Warrants and payroll – approved as submitted.

Surplus Report (H-5)

Approval to dispose of surplus property pursuant to Board Policy 3270.

Annual Policy Review (H-6)

Approval of the following board policies (BP): BP 3430 Investing, BP 5116.1 Intradistrict Open Enrollment, BP 6020 Parent Involvement and BP 6145 Extracurricular and Cocurricular Activities. (Discussed: 01/13/2026).

School Accountability Report Cards (SARCs) (H-7)

Approval of the 2025-26 SARCs for San Juan Unified School District schools.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum (H-8)

Approval of the updated LCAP ESSA Federal Addendum as required by the California Department of Education (CDE).

General Child Care and Development (CCTR) Continued Funding Application Designated Personnel 2026-2027 (H-9)

Adoption of Resolution No. 4244, approving the Continued Funding Application (CFA) for the CCTR for the 2026-2027 school year.

Consent Calendar Continued (I)

Certification of Absence: Pam Costa (H-10)

Certification that the January 13, 2026, absence of Board Member Pam Costa occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

It was moved by Mr. Bloise, seconded by Mr. Perez, that the consent calendar item H-10 be approved. MOTION CARRIED 6-0-1 [AYES: Kravchuk, Perez, Bloise, Creason, Stanekzai, Avey; NOES: None; ABSTAIN: Costa].

Certification of Absence: Zima Creason (H-11)

Certification that the January 13, 2026, absence of Board Member Zima Creason occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

It was moved by Mr. Perez, seconded by Mr. Bloise, that the consent calendar item H-11 be approved. MOTION CARRIED 6-0-1 [AYES: Kravchuk, Perez, Bloise, Stanekzai, Costa, Avey; NOES: None; ABSTAIN: Creason].

Maintenance and Operations Update (J-1)

Chief Operations Officer Frank Camarda introduced Director of Maintenance and Operations Colin Bross who gave a presentation regarding the work of the Maintenance and Operations (M&O) Department. Mr. Bross highlighted key areas including last year’s successful implementation of the new digital work order system; communication and celebrations; work order statistics, including completion and emergency completion rates; utility oversight, including monitoring and conservation efforts; the fleet vehicles and equipment replacement plan program; and the district’s three-year deferred maintenance plan. Board members made comments and posed questions, which staff addressed. Mr. Bloise thanked the M&O team for providing more efficient operations. Ms. Creason commented on work order timeframes, self-help projects and climate responsibility efforts. Mr. Avey spoke about using the improved work order data to help inform work; deferred maintenance versus bond project funding; feedback loops between M&O and site administrators; and balancing tree trimming with the need for campus shade. Ms. Costa inquired whether a similar presentation would be provided to principals. Ms. Kravchuk commented on communication; celebrating custodians; streamlining work orders; long-term custodial substitutes; increased work order volume with fewer emergency work orders; student involvement through career technical education (CTE) programs; and parent partner groups and self-help projects.

The Ralph M. Brown Act Presentation (J-2)

General Counsel Fhanysha Clark Gaddis gave a detailed presentation on The Ralph M. Brown Act. Topics discussed included: new legislative changes, the intent of the Brown Act, board roles and conduct, meetings, teleconference laws, communications, agendas, closed session, social media, public participation, meeting disruption/interruptions/threats and consequences for Brown Act violations.

Proposed Revisions to Board Policy 5117 Interdistrict Attendance (J-3)

Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., presented the proposed revisions to Board Policy 5117 Interdistrict Attendance for discussion. Dr. Oaxaca explained that the revisions are required due to recent updates to Education Code section 46600. Ms. Costa asked a clarifying question. Action was scheduled for February 10.

Board Reports (K)

Ms. Kravchuk reported that she attended the 11th Annual Kids Helping Kids Gala.

Future Agenda (L)

Mr. Bloise expressed interest in hearing the Sacramento Literacy Foundation’s full presentation on the science of reading.

Adjournment (N)

At 8:29 p.m., there being no further business, the regular meeting was adjourned.

Tanya Kravchuk, Board President

Melissa Bassanelli, Secretary

Approved: _____

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

AGENDA ITEM: E.1

MEETING DATE: 02/10/2026

SUBJECT: Personnel Report

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

RATIONALE/BACKGROUND:

The personnel report provides an accounting of recent appointments, leaves of absence, separations, reassignments or changes in work calendar, errata, job description changes, salary range changes, employment contracts and extensions, recommendations on credential and charter school personnel actions.

ATTACHMENT(S):

1. [Personnel Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY: Megan Itza-Smith, Analyst, Human Resources

APPROVED BY: Daniel Thigpen, Chief of Human Resources
Melissa Bassanelli, Superintendent of Schools

1. APPOINTMENTS

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Duong, Kem	Prob	Nutrition Services Worker I	Will Rogers	01/20/26
New Hire	Martinez Cuevas, Josue	Prob	Nutrition Services Worker II	Nutrition Services	01/20/26
New Hire	Moore, Amia	Prob	Instructional Assistant III	Whitney Avenue	01/21/26
New Hire	Murphy, Nisa	Prob	Instructional Assistant II	Rio Americano	01/30/26
New Hire	Wilson, Nathan	Prob	Instructional Assistant III	Ralph Richardson Center	01/20/26
Rehire	Garcia-Villalobos, Sara	Prob	LVN	Health Services	01/20/26
Rehire	George, Rosa	Prob	Inst Asst/Bil-Spanish	Ottomon	01/16/26
Rehire	Mercado Hernandez, Patricia	Prob	Expand Learn Site Fac	Pupil Personnel Services	01/28/26
Rehire	Osmani, Amria	Prob	Inst Asst/Bil-Pashto	Starr King	01/20/26
Rehire	Thornton, Kendrick	Prob	Expand Learn Prog Asst	Pupil Personnel Services	01/20/26

2. LEAVES OF ABSENCE

CABINET

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Bassanelli, Melissa	Perm	Superintendent	Superintendent's Office	10/13/25 01/30/26

MANAGEMENT

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Lacayanga, Aprille	Perm	Spec Ed Behavior Specialist	Special Ed - Kenneth	01/05/26 06/30/26

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Bruch, Lindsay	Perm	Tch-Site Res: Elem Intrnv	Howe Avenue	01/06/26 05/27/26
Paid	Kramm, Laura	Perm	Tch-Resource Spec K/12	Pasteur	12/11/25 03/08/26
Paid	Marin, Elizabeth	Perm	Counselor-7/8	Pasteur	01/05/26 06/02/26
Paid	Powers, Dana	Perm	Tch-Mod/Severe K/12	Coyle Avenue	01/07/26 05/29/26
Paid	Taheri, Amir	Perm	Tch-Grad 9/12	San Juan	01/06/26 04/28/26
Paid	Tamburrino, Jill	Perm	Tch-Grad 7/8	Carnegie	01/05/26 02/03/26
Unpaid	Beale, Kenneth	Perm	Tch-Grad 9/12	Mira Loma	01/06/26 06/30/26
Unpaid	Knight, Erik	Perm	Tch-Grad 7/8	Carnegie	01/05/26 06/30/26
Unpaid	Ortiz, Shila	Perm	Tch-Grad 9/12	El Camino	01/06/26 06/30/26
Unpaid	Young, Lesa	Perm	Tch-Grad 9/12	Bella Vista	01/05/26 06/30/26

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Cruz, Kelly	Perm	Nutrition Services Worker II	Earl Legette	12/04/25 02/28/26
Paid	Glasper, Christopher	Perm	Campus Safety Monitor	General Davie	01/06/26 03/02/26
Paid	Morgan, Michael	Perm	Custodian	Churchill	01/05/26 06/30/26
Paid	Perez, CB	Perm	Elementary Head Custodian	Earl Legette	01/08/26 02/15/26
Paid	Randolph, Alyssa	Perm	Personnel Technician	Human Resources	12/18/25 05/22/26
Paid	Stowers-Meintzer, Brianne	Perm	Instructional Assistant I	Woodside	01/06/26 03/10/26
Paid	Strain, Maddilyn	Perm	Clerk	Schweitzer	12/19/25 06/04/26
Paid	Thomas, Alicia	Perm	Instructional Assistant I	Coyle	01/06/26 02/09/26
Paid	Tran, Hung	Perm	Nutrition Services Worker II	Arcade	01/09/26 03/06/26

3. SEPARATIONS

SUPERVISORY

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Andraos, Jennifer	Prob	Nutrition Services Supv III	Nutrition Services	01/28/26

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Ahang, Parwez	Temp	A/E ESL	Sunrise Tech Center	01/16/26
Resignation	Sparling, Nicole	Prob	Teacher Grade 1	Mariemont	01/16/26

3. SEPARATIONS (Continued)

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Bravo, Leilani	Prob	Instructional Assistant I	Starr King	01/23/26
Resignation	Davis-Tobin, Enjeleka	Prob	Instructional Assistant II	Greer	01/19/26
Resignation	Jamal, Sakina	Prob	Instructional Assistant I	Carriage Drive	01/27/26
Resignation	Long, Ryan	Prob	Instructional Assistant II	Carmichael	01/14/26
Resignation	Mirzad, Sohila	Perm	Instructional Assistant II	Katherine Johnson	01/31/26
Resignation	Rivera, Lorraine	Perm	Instructional Assistant I	Sierra Oaks	01/23/26
Resignation	Safi, Aisha	Prob	Inst Asst/Bil-Pashto	Starr King	01/23/26
Resignation	Walker, Rolando	Perm	Campus Safety Monitor	Katherine Johnson	01/31/26
Suspension	CL# 658	Perm	Bus Driver	Transportation	02/10/26
Dismissal	CL# 659	Prob	Instructional Assistant II	Teaching And Learning	01/23/26

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

AGENDA ITEM: E.2

MEETING DATE: 02/10/2026

SUBJECT: Purchasing Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board approve the purchasing report which includes: purchase orders, service agreements and contracts and change orders/amendments.

RATIONALE/BACKGROUND:

The attached purchasing report lists purchase orders, service agreements, contracts, change orders and amendments to existing agreements as required by board policy and state law for approval.

ATTACHMENT(S):

1. [Purchasing Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Laura Fry, Manager, Business Support Services
Nicholas Arps, Director of Facilities, Construction & Modernization
Joel Ryan, Chief Financial Officer

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

January 14, 2026- January 27, 2026

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
PO26-05020	1/22/2026	CDW	Erate - RFP25-109	\$ 1,749,793.20	206 - Technology

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

January 14, 2026- January 27, 2026

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
BPO26-00273	1/27/2026	SCP Distributors LLC DBA Lincoln Aquatics	Pool Chemicals	\$ 75,000.00	\$ 39,000.00	\$ 47,000.00	\$ 161,000.00	212

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
SA26-00063	1/20/2026	Amplify	Additional professional development services	\$ 36,250.00	\$ 32,000.00	\$ 51,600.00	\$ 119,850.00	408 - PLI
SA26-00196	1/22/2026	Sierra School	Additional Services	\$ 1,000,000.00	\$ 150,000.00	\$ 336,000.00	\$ 1,486,000.00	316 - SPED
SA26-00211	1/22/2026	Odyssey Learning	Additional Services	\$ 300,000.00	\$ 50,000.00	\$ 65,000.00	\$ 415,000.00	316 - SPED
SA26-00087	1/23/2026	Access Language	Additional Services	\$ 2,100,000.00	\$ -	\$ 460,000.00	\$ 2,560,000.00	316 - SPED

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
VR25-08515	1/27/2026	Terracon Consultants, Inc.	Additional time required for testing and completing the Notice of Exemption for the San Juan HS outdoor Learning (Stadium) Project # 204-9513-P2	\$ 124,560.00	\$ -	\$ 75,000.00	\$ 199,560.00	216-FAC
BPO26-01611	1/27/2026	Jones-Cambell Co Inc. DBA Campbell Keller	School Furniture	\$ 200,000.00	\$ -	\$ 800,000.00	\$ 1,000,000.00	217

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
							\$ -	

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

AGENDA ITEM: E.3

MEETING DATE: 02/10/2026

SUBJECT: Surplus Property

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

Board policy requires the superintendent or designee to identify to the board all items not needed by the district, their estimated value and recommended method of disposition. The attached report lists items currently identified as surplus property.

ATTACHMENT(S):

1. [Surplus Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY:

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

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Camp Winthers	HP	Prodesk	Desktop Computers	Asset: 10023813	eWaste
Camp Winthers	HP	Prodesk	Desktop Computers	Asset: 20194046	eWaste
Camp Winthers	HP	Prodesk	Desktop Computers	Asset: 20196957	eWaste
Camp Winthers	HP	Pavillion	Monitors	S/N: 3cm44706mv	eWaste
Camp Winthers	HP	E233	Monitors	S/N: 3cq7501nc4	eWaste
Camp Winthers	HP	E233	Monitors	S/N: cn41261dq4	eWaste
Camp Winthers	MISC		2 Keyboards	N/A	eWaste
Howe Avenue	Samsung	Tab-A	Tablet	Asset: 20244237	eWaste
Howe Avenue	Elmo		Document Camera	Asset: 20190846	eWaste
Howe Avenue	Misc		Keyboards, headphones, power strip, ac adapters, small PC speakers and cords	N/A	eWaste
Howe Avenue	Fujitsu x1500		Desktop Scanner	N/A	eWaste
Howe Avenue	Apple		Apple TV	N/A	eWaste

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

AGENDA ITEM: E.4

MEETING DATE: 02/10/2026

SUBJECT: Gifts

DEPARTMENT: Administration

ACTION REQUESTED:

The superintendent is recommending that the board accept the list of gifts.

RATIONALE/BACKGROUND:

Acceptance of the following gifts:

Bella Vista High School: from Bella Vista ASB Drama Club - for Yamaha keyboard and stand: \$937.40; from Bella Vista ASB Track Club - for various track and field equipment including VS LED two panel boards and Cantabrian orbit discus 1.6k: \$10,675.

Camp Winthers: from Maintenance and Operations holiday breakfast: \$6,518; from Elaine Bonnington: \$2,000; from Matthew Tillman: \$1,000.

Encina High School: from Junior Tennis Fund Sacramento: \$1,500.

Starr King K-8 School: from St. Michael's Episcopal Church: \$1,500.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY: Stephanie Cunningham, Administrative Assistant, Board of Education

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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

AGENDA ITEM: E.5

MEETING DATE: 02/10/2026

SUBJECT: Revisions to the Governance Handbook

DEPARTMENT: Administration

ACTION REQUESTED:

The superintendent is recommending that the board approve the proposed revisions to the Governance Handbook. (Discussed: 01/13/2026)

RATIONALE/BACKGROUND:

The district's Board Governance Handbook was developed by board members and is required to be reviewed annually. The handbook establishes the norms under which members of the board agree to engage in their responsibilities and provides clarity around practices and procedures.

Recommended updates include minor changes to demographic data.

ATTACHMENT(S):

1. [Governance Handbook Draft 2026](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/05/2026, 02/02/2026

Board of Education: 01/13/2026 (Discussion)

FISCAL IMPACT:

N/A

PREPARED BY: Trent Allen, APR, Chief of Staff

APPROVED BY: Melissa Bassanelli, Superintendent of Schools



San Juan Unified
SCHOOL DISTRICT

Board of Education

Governance Handbook

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Mission

We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.

Vision

We will inspire each student to make a positive impact in their world by honoring the unique identity of each person and upholding inclusive and equitable practices that lead to individual and collective growth, achievement and educational justice.

Core Values

We value:

- **Belonging**
We create a community that cultivates welcoming and inclusive environments with genuine respect for our diversity of cultures, identities and abilities.
- **Relevance**
We design experiences and environments where each learner can explore and apply skills and knowledge that align with evolving careers and workplaces.
- **Voice**
We honor and affirm all voices of our school community and encourage them to share their perspectives to help improve and shape what we do and how we do it.
- **Social and Emotional Intelligence**
We build a culture that teachers, models and applies social and emotional intelligence in all interactions with each other.
- **Resilience**
We create nurturing schools and programs that inspire each learner to continue to persevere, gain strength and develop the confidence to excel beyond challenges.
- **Championing**
We support and advocate for those in our San Juan Unified community who are disproportionately impacted or marginalized by circumstances beyond their control.
- **Innovation**
We embrace and encourage creative thinking and learning environments that transform ideas into actionable solutions.

Equity Lens

Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Academic Focus Areas

In addition to our continued commitment to high expectations and academic achievement for all students, the following focus areas, created in partnership with our students, families, staff and community will guide the work of the San Juan Unified School District:

1. **Advance and Support Student Success**
Deliver high quality, equitable and supportive academic instruction and social-emotional learning for every student in preparation for post-secondary education, career and life.
2. **Prioritize Equitable Practices**
Integrate our commitment to educational justice throughout San Juan Unified by ensuring all students, families and staff members have fair access, opportunity and resources to learn, grow and thrive regardless of background, identity or ability.
3. **Enhance Employee Systems and Supports**
Innovate and strengthen systems to prioritize employee wellness and cultivate a thriving workforce.
4. **Engage Students, Families and Community as Valued Educational Partners**
Expand meaningful engagement opportunities with students, families and community members to amplify all voices, provide equitable access, and create safe and welcoming environments throughout the district.

District Overview

Created in 1960 with the merger of six school districts, San Juan Unified School District has a rich tradition in providing all students with the opportunity for academic success and achievement.

The district serves a 75-square-mile area covering the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River and Orangevale.

Today, San Juan Unified is the 78th largest school district in California with an expenditure budget of more than \$500 million used to employ more than 5,000 individuals and to educate more than 40,000 students in our early learning, TK-12 and adult programs. More than 10,000 additional K-12 students are served in independent charter schools within the district.

The district consists of 33 elementary schools, eight K-8 schools, nine middle schools, nine comprehensive high schools, three special-education centers, three alternative schools, one adult-education center, two Early Childhood Education centers and one dependent charter.

The student population is diverse. During the ~~2023~~2024-2025 school year, the district's ethnic/racial makeup was:

~~0.5~~4 percent American Indian or Alaskan Native, ~~25.7~~26 percent Hispanic/Latino, ~~6.3~~5.8 percent African American, ~~46.7~~45.2 percent White, ~~11.2~~13 percent Asian/Asian American, 0.7 percent Pacific Islander, .8 percent Filipino and ~~8.8~~8.1 percent identify as two or more races.

Roles and Responsibilities of Board Members and the Superintendent

Board Roles

The role of the board is to provide each student with an education of the highest possible quality within the limits of financial support provided by the State of California. To accomplish this, board members are responsible for five roles identified by the California School Boards Association (CSBA):

- **Setting the direction** for the district by involving parents/guardians, community, students and staff, while focusing on student learning and achievement.
- **Establishing an effective and efficient structure** by employing the superintendent, developing and adopting policies, establishing academic expectations and adopting curriculum and instructional materials, establishing budget priorities and adopting the budget, providing safe and adequate facilities to support student learning, and setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.
- **Providing support to the superintendent and staff** by following standards of responsible governance, making decisions and providing resources that support district priorities and goals, upholding board policies and being effective spokespersons by being knowledgeable about district programs and goals.
- **Ensuring accountability** through evaluation of the superintendent; monitoring and evaluating policies; serving as a judicial and appeals body; monitoring student achievement and program effectiveness; approving, monitoring and adjusting district budgets; and monitoring the collective bargaining process.
- **Providing community leadership and advocacy** on behalf of students, the district's educational program, and public education in order to build support within the local school community and at the state and national levels.

Superintendent Roles

CSBA identifies the following standards and roles for superintendents working with the Board of Education:

- Promotes the success of all students and supports the efforts of the board to focus on student learning and achievement.
- Values, advocates and supports public education and all stakeholders.
- Recognizes and respects the different perspectives and styles of board members, staff, students, parents and community, ensuring the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the board's continuous professional development.
- Works with the board as a "governance team" and assures collective responsibility for building a unity of purpose, common vision and positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the district's management team.
- Understands the distinctions between board and staff roles and respects the roles of the board as the representative of the community.
- Understands that the authority rests with the board as a whole, provides guidance to the board to assist in decision making, and provides leadership based on the direction of the board as a whole.

- Communicates openly with trust and integrity, including providing all board members with equal access to information, and recognizes the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

Board Norms

The governance team commits to accomplishing these standards and roles through:

- Focusing on all students
- Demonstrating respect
- Creating transparency
- Communicating openly
- Listening actively
- Keeping commitments
- Being collaborative
- Taking the time needed to govern effectively
- Encouraging everyone’s ideas and points of view
- Balancing trustee area representation vs. districtwide responsibility
- Adherence to the Brown Act
- Engaging in professional learning as a board member

Trustee Areas and Representation

Board members are elected by the voters within their trustee area but serve the students, families and residents throughout the district’s 75 square mile area. As such, board members should consider the impacts of decisions on all constituents when deliberating and take action in the best interest of the district as a whole rather than their specific trustee area. Unless specific to the election or trustee boundary designation processes, information prepared by staff will not delineate data specifically by trustee areas.

To facilitate strong community connections, board members are encouraged to build relationships with the organizations and residents within their trustee area in the manner they deem most appropriate and effective. As a courtesy, board members engaged in district business with organizations in another trustee area are encouraged to inform the board secretary and the board member representing the area.

Welcoming New Members

The board president meets with each newly elected member individually to provide a copy of the Governance Handbook, the schedule of meetings, the format for meetings and governance team operations.

The superintendent meets with each newly elected member to provide an overview of the district and to introduce cabinet members and other staff who will be communicating with the board.

District legal counsel will give newly elected members a copy of the Brown Act and inform them they must conform to its requirements immediately upon assuming office and/or at any time when the newly elected is acting on behalf of the district.

The governance team attends the swearing-in ceremony and reception for the newly elected members. Members are afforded the opportunity to engage in professional learning including but not limited to CSBA offerings. Prior to serving in an officer role, a member is expected to be enrolled in, and actively working to complete, CSBA’s Master’s in Governance program.

Annual Organizational Meeting

The annual organizational meeting will be held within the required 15-day period commencing on the second Friday in December.

At this meeting, the board shall

- Elect a clerk, vice president and president from its members.
- Establish the regular school board meeting dates and starting/ending times for the year.
- Appoint representatives to specific organizations and committees and
- Determine locations of board meetings (Board Bylaws 9320, 9140).

Speaking with a Common Voice

All public statements in the name of the board are made by the board president or, if appropriate, by the superintendent or superintendent's designee.

When speaking to community groups, the media or to the public, individual board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the board.

When a board decision is reached, all board members shall support that decision until it is amended or rescinded by board action. Any board member who may wish to criticize or oppose any specific board action should do so in an open board meeting.

Assigning Work to Staff

No individual member of the board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor as an individual, command the services of any employee. Board members are to channel their requests and/or concerns directly to the superintendent.

Addressing Conflict Among Board Members

The governance team norms are designed to create an open, respectful, collaborative culture. Members will engage in dialogue while welcoming an open discussion with different points of view. Members will demonstrate an ability to disagree on issues without taking the disagreements personally, nor using social media or public platforms to showcase disagreements. Members will endeavor to maintain neutral body language and tone during deliberations.

School Visitations/Extracurricular Events

School visitations are encouraged to build understanding of the district's instructional programs, curriculum and communities. Board members should make appointments with the school principal prior to visiting a campus. The board member should also email the board administrative assistant, so the visit can be placed on the board calendar alerting other members to the visit as well as the superintendent. This may prevent one school from having numerous visits from different board members during a short period of time. During visits, members should be cautious of interrupting the learning environment.

Graduations

Graduation ceremonies honor the accomplishments of students and the contributions of their families, teachers and staff and other supporters. Each board member participates in the ceremony of the comprehensive high school(s) within their trustee area by certifying the class. Board members participate in the ceremonies of non-comprehensive high schools on a rotating basis.

Board Meetings

Board meeting materials

Board members will be provided with agendas and copies of all related backup materials for regular meetings at least 72 hours in advance and for special meetings at least 24 hours in advance. Members are responsible for reviewing all materials prior to the meeting to assist with an efficient and effective deliberative process.

To provide greater access and transparency to materials, the district is adopting a digital materials management platform. Upon request to the board assistant, members will be provided with devices, training, and/or assistance to access materials.

Placing Items on Board Agendas

Board members may request that matters be added to meeting agendas during the future agenda discussion, occurring during each regularly scheduled meeting. If majority of board members share an interest in the matter, the board president and superintendent shall determine if the topic is within jurisdiction of the board and schedule the item. Items that are not within the jurisdiction of the board cannot be agendized. The board president and superintendent may determine if a request is primarily for informational purposes and may fulfill such a request by providing the desired information as appropriate.

The Role of Board Members During Board Meetings

The authority to direct action rests solely with the full board during public board meetings. A majority vote provides direction to the superintendent. By carefully reviewing the board packet prior to the board meeting, board members can contact the superintendent for questions about an item. All members share a common responsibility to ensure the Brown Act is followed.

Individual Board Member's Request for Information, Materials or Action

It is important for trustees to be well informed, as oversight of the district is one of the main functions of the board. Trustees recognize that they have no power as individuals to direct staff actions, and that compiling information in response to trustee requests can take staff away from their day-to-day operations of schools and the district. An individual board member will – insofar as possible – let the superintendent and staff know ahead of time when a request for information will be made in a public meeting, so the staff can be prepared to provide a thorough response. Staff will make every effort to ensure that board agenda items include thorough background and information. Requests for information not on the board agenda should be made to the superintendent who will ensure the appropriate staff person responds. All information provided by the administration in response to a request by a trustee shall be provided to all other trustees at the same time. Trustees should self-regulate the number of requests for information regarding issues not on the board agenda.

Board Meeting Guidelines

It is important to recognize that a board meeting is the time for the board to do their work in public view. We agree to keep our focus on the best interest of our students at all times. After staff input and public comment, board members are encouraged to ask questions and explain their thinking related to the topic at hand. The board president recognizes members who desire to speak, alternating, so that all members have the opportunity to speak. There is not a time limit or limit to the number of questions or comments that a board member may make, but each board member should be respectful of giving other members the opportunity to speak. Nothing in this section will preclude members from speaking multiple times until all discussion is concluded.

Unless a point is important to further understanding of the immediate discussion, the board president will allow all other members to speak first and then add their comments or questions.

The rules contained in Appendix A, "San Juan Unified Rules of Order," shall govern operations of board meetings unless they are in conflict with this handbook, board bylaws, state or federal law. Where there is a conflict of the same, state then federal law supersedes existing regulations and policies.

Board meetings are dedicated to allow the board to conduct its business. Should a disruption to a board meeting occur, the protocols outlined in Appendix C, "Board Meeting Disruptions" will be utilized.

Public Comments

Members of the public shall have an opportunity to address the board on any item of interest that is within the subject matter jurisdiction of the board (Education Code section 35145.4, Government Code section 54954.3). If the public comments on items not appearing on the posted board agenda, the board cannot take action or discuss the comments (Government Code section 54954.2), other than to briefly acknowledge the comments and, if desired, to ask staff for follow-up information.

Voting

A majority vote of all members of the board is necessary for the election of officers or for any other action by the board unless otherwise specified by law. Voting shall be by voice and the board administrative assistant records the votes by member, which is placed into the minutes of the meeting. Where a board member cannot participate audibly in the vote, they may submit their vote in writing during the public meeting.

Unless otherwise provided by law, affirmative votes by a majority of the board's membership are required to approve any action under consideration as allowable by quorum.

The board shall take no action outside of a public meeting except on those matters and under those conditions authorized for closed sessions (Government Code sections 54957, 54957.7; Board Bylaw 9323.2).

Voting No or Abstaining

Each trustee respects the right of other trustees to vote "no" on an issue. Everyone agrees it is a courtesy to the governance team to explain the reasons for the "no" vote, either during deliberation or before casting the vote.

A member may only abstain for these reasons: A member must recuse themselves from a vote if any one of the following is true: 1) the matter directly involves a close relative of the board member (Education Code section 35707); 2) the vote is to replace the board member's position on the board (Education Code section 35178); or 3) the matter involves a "remote interest(s)" as listed in Government Code section 1091. When any one of these conditions is met, a board member must recuse themselves by announcing their recusal when the topic is first announced for discussion and leaving the dais during the duration of discussion or action on that item. If a member was absent at a previous meeting, it is customary to abstain from voting on the approval of that meeting's minutes.

Quorum

A quorum is the minimum number of voting members who must be present at a properly called board meeting in order to conduct business in the name of the board and is established when a majority of the board members (at least four of the filled positions) are in attendance (Education Code section 35164, Board Bylaw 9323).

Additional Board Information

Board-appointed/Board-approved Committees

Board members appoint community members to committees as determined in committee bylaws. Newly elected board members will be given the option to appoint their own committee members or continue with the current appointments. Board members serve as the conduit between a board-appointed/board-approved committee and the board as a whole. Board members are not voting members of board-appointed/board-approved committees.

If a board member wants to attend a board-appointed/board-approved committee meeting of which they are not the board liaison, the board member should contact the board administrative assistant. This will eliminate the possibility of four or more board members being in attendance at the meeting.

Electronic Media

The Board of Trustees will use electronic media (e.g., email and texting) carefully to ensure that there is no violation of the Brown Act (Government Code sections 54950-54962). The Brown Act prohibits a majority of board members from exchanging information outside of a board meeting, or using a series of communications of any kind, directly or through intermediaries, to:

- discuss, deliberate, or take action on an item of business within the subject matter jurisdiction of the board,
- advance or clarify an issue,
- facilitate agreement or compromise or
- advance an ultimate resolution.

The board recognizes that by using "Reply All" in email responses, the email:

- becomes part of the deliberative process,
- creates a public record and
- inhibits opportunity for any other four board members to have a conversation on a topic.

Board members will be aware of, and follow, district policy as it pertains to electronic communication. The district is subject to requests for public documents as provided by the California Public Records Act (Government Code section 6250 et seq.). Public documents include emails, text messages and other correspondence from, and between, board members as well as from, and between, employees and board members, regardless of whether sent or received on district provided or personal devices or accounts.

Board members who engage constituents via social media are responsible for ensuring that opinions expressed are presented as their own and not those of the board and for following all applicable board policies and state and federal laws.

Complaints from Community/Staff

When an issue is brought to a board member, the board member will use active listening to hear what the complaint or issue is. Board members need to remain cognizant of their responsibility for judicial review, staff and student confidentiality and due process when talking with the complainant.

Restate what the complainant has said to ensure that you have heard the information correctly. Ask the person what they would like the board member to do with the information and what the individual would like to see as a possible solution. Explain that you will be sharing the information with the superintendent. Redirect the complainant to communicate with appropriate personnel and utilize the appropriate complaint procedure. Ask the individual to follow up if the problem isn't resolved. Notify the superintendent as soon as possible with details of the complaint.

In order to support a positive working relationship among the San Juan Unified School District Board of Education, the staff, students and the community, we have reviewed and agreed to the norms and protocols outlined in the 2025 2026 Governance Handbook. We shall renew these agreements annually.

Affirmed on this 25th-10th day of ~~March~~ February-20252026.

Ben Avey, Member
San Juan Unified School District
Board of Education

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

Pam Costa, Member
San Juan Unified School District
Board of Education

Zima Creason, Member
San Juan Unified School District
Board of Education

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

Manuel Perez, Member
San Juan Unified School District
Board of Education

Abid Stanekzai, Member
San Juan Unified School District
Board of Education

Melissa Bassanelli, Secretary
San Juan Unified School District
Board of Education

San Juan Unified Rules of Order

San Juan Unified’s Board of Education and committees that operate under the Brown Act or Greene Acts utilize the following rules to govern operations during meetings of their bodies. District policy including administrative regulations and board policy as well as state and federal laws shall take precedence if in conflict with these rules.

Amendments and Updates

These rules are based on [Rosenberg’s Rules of Order](#) (as published by the League of California Cities) designed for municipalities and civic organizations with modifications to meet the specific needs, practices and interests of the district. In connection with updates to the district’s Board Governance Handbook, district staff shall review any updates to Rosenberg’s Rules of Order to consider for adoption. The Board of Education shall approve all proposed changes to these rules before they become effective.

The Role of the Chair

It is the responsibility of all members to understand the rules of parliamentary procedure, but it is the role of the chair to apply the rules to the operations of the meeting. The chair is supported in this function by staff as appropriate for the meeting body.

As the chair has a larger role in the operation of the meeting, it is a courtesy that they offer comment on a matter before the body after other members and should refrain from making or seconding a motion unless convinced other members will not do so at that point in time.

The Basic Format for an Agenda Item Discussion

A meeting is governed by the agenda and the agenda constitutes the body’s agreed-upon roadmap for the meeting. Each agenda item can be handled by the chair in the following basic format:

- 1) The chair should announce the agenda item number and subject and then invite the appropriate person(s) to report on the item, including any recommendations they may have.
- 2) Following the presentation, the chair should open public comment following the body’s public comment procedure. Speaking times for public comment are limited to 2 minutes per speaker. Total time for public speaking on a public item is determined by each body’s bylaws. If the item is a public hearing, the chair must open the public hearing before beginning public comment and close the public hearing upon conclusion of speakers.
- 3) The chair should ask members of the body if they have questions or comments regarding the item. Members may ask questions of the presenters and other members or offer comments for consideration. The chair should offer questions or comments after other members have had an opportunity. At the discretion of the chair, members may have additional opportunities to offer questions or comments.
- 4) Upon conclusion of discussion and questions by members, or as appropriate, the chair should invite a motion. The chair should announce the name of the member who makes the motion.
- 5) The chair should ask for a second to the motion. The chair should announce the name of the member who seconds a motion. All motions require a second.
- 6) The chair should check to make sure everyone understands the motion. This can be done by:
 - a. The chair asking the maker of the motion to repeat it;
 - b. The chair can repeat the motion; or
 - c. The chair can ask the individual taking minutes to repeat the motion.
- 7) The chair should then invite discussion on the motion before the body. If no discussion is offered, or after discussion has ended, the chair should announce the body will vote on the motion.

- 8) The chair takes a vote by asking for the “ayes” and then asking for the “nays.” If members have not yet voted, then the chair should ask for “abstentions.”
- 9) The chair should announce the result of the vote and the action the body has taken.

Motions

Motions are the vehicles for decision-making by a body. A member makes a motion by preceding the member’s desired approach with the words, “I move...” The chair usually calls for a motion by inviting members of the body to make a motion, by suggesting a motion that another member then moves or by making the motion themselves. (Note: Chairs should refrain from making motions or seconding motions unless other members of the body do not offer.)

Types of Motions

Basic Motion – The basic motion is one that puts forward a decision for the body’s consideration. A basic motion might be: “I move that we create a five-member committee to plan our event.” A motion must have a second to be considered by the body.

Motion to Amend – If a member wants to change a basic motion that is before the body, they would move to amend it. A motion to amend might be: “I move that we amend the motion to have a 10-member committee.”

Substitute Motion – If a member wants to completely do away with the basic motion that is before the body, and put a new motion before the body, they would move a substitute motion. A substitute motion might be: “I move a substitute motion that we cancel the event this year.”

“Motions to amend” and “substitute motions” are often confused, but they are quite different, and their effect (if passed) is quite different. A motion to amend seeks to retain the basic motion on the floor but modify it in some way. A substitute motion seeks to throw out the basic motion on the floor and substitute a new and different motion for it. The decision as to whether a motion is really a “motion to amend” or a “substitute motion” is left to the chair. So if a member makes what that member calls a “motion to amend,” but the chair determines that it is really a “substitute motion,” then the chair’s designation governs.

A “friendly amendment” is a practical parliamentary tool that is simple, informal, saves time and avoids bogging a meeting down with numerous formal motions. It works in the following way: In the discussion on a pending motion, it may appear that a change to the motion is desirable or may win support for the motion from some members. When that happens, a member who has the floor may simply say, “I want to suggest a friendly amendment to the motion.” The member suggests the friendly amendment, and if the maker and the person who seconded the motion pending on the floor accept the friendly amendment, that now becomes the pending motion on the floor. If either the maker or the person who seconded rejects the proposed friendly amendment, then the proposer can formally move to amend.

A “motion to reconsider” is a special and unique motion. Once a vote is taken by a body it is considered final and can only be reopened if a motion to reconsider is made and passed. A motion to reconsider requires a majority vote to pass like other basic motions, but there are two special rules that apply only to motions to reconsider. First, a motion to reconsider must be made at the meeting where the item was first voted upon. (This requirement can be suspended if motioned to do so and approved by a two-thirds majority.) Second, the motion to reconsider may only be made by certain members of the body.

Accordingly, a motion to reconsider may only be made by a member who voted in the majority on the original motion. Any member may second the motion including those who voted in the minority. If the motion to reconsider passes, the original matter is back before the body and the new original motion is in order. The matter may be discussed and debated as if it were on the floor for the first time.

Multiple Motions Before the Body

There can be up to three motions on the floor at the same time. The chair can reject a fourth motion until the chair has dealt with the three that are on the floor and has resolved them to avoid confusion. All motions must have been moved and seconded to be valid for consideration by the body, this includes basic motions, motions to amend and substitute motions.

When there are two or more motions on the floor (which have all been moved and seconded) the vote should proceed *first* on the *last* motion that is made. For example, consider that 1.) a basic motion is made followed by 2.) a motion to amend and then 3.) a substitute motion. The chair would first call for discussion and vote on the third motion, the substitute motion. If the substitute motion is approved, it replaces the basic motion and renders the motion to amend invalid and voting is over. If the substitute motion fails, the chair would then call for discussion and vote on the motion to amend. If approved, the amended motion would be considered for vote. If the amendment fails the original motion is then considered.

Debate on Motions

Most motions are subject to discussion and debate by the body as long as members wish to discuss the item. Discussion remains open until such time that the chair determines it is time to move on and take action. There are exceptions when a motion is *not debatable*, and a chair must take an immediate vote if the motion is made and receives a second:

Motion to Adjourn – This motion, if passed, requires the body to immediately adjourn to its next regularly scheduled meeting. It requires a simple majority vote.

Motion to Recess - This motion, if passed, requires the body to immediately take a recess. Normally, the chair determines the length of the recess which may be a few minutes or several hours. It requires a simple majority vote.

Motion to Fix the Time to Adjourn - This motion, if passed, requires the body to adjourn the meeting at the specific time set in the motion. It requires a simple majority vote.

Motion to Table – This motion, if passed, requires discussion of the agenda item to be halted and the agenda item to be placed on “hold.” The motion can contain a specific time in which the item can come back to the body, or the motion can contain no specific time for the return of the item. If no specific time is included in the motion, those individuals responsible for setting the body’s agenda shall identify when the item returns for consideration by the body. Motions to table require a simple majority vote.

Motion to Limit Debate – The most common form of this motion is to say, “I move the previous question” or “I move the question” or “I call the question.” As a practical matter, when a member uses one of these phrases, the chair can expedite matters by treating it as a request rather than as a formal motion. The chair can simply inquire of the body “any further discussion?” If no one wishes to have further discussion, the chair can go right to the pending motion that is on the floor. However, if even one person wishes to discuss the pending motion further, then at that point, the chair should treat the call for the “question” as a formal motion and proceed to it. Motions to limit debate require a two-thirds vote.

Majority and Super Majority Votes

All motions require at least a simple majority vote. A tie vote means the motion fails. For example, in a seven-member body, a vote of 4-3 passes a motion. A vote of 3-3 with one abstention means the motion fails. If one member is absent and the vote is 3-3 the motion still fails.

There are exceptions when a motion requires a super majority vote:

Motion to Limit Debate - This motion ends debate on a motion before the body and requires a two-thirds vote to be approved.

Motion to Close Nominations – A motion to close nominations for officers (such as the chair) effectively cuts off the right of the minority to nominate officers and it requires a two-thirds vote to pass.

Motion to Object to the Consideration of a Question - Normally, such a motion is unnecessary since the objectionable item can be tabled or defeated straight up. However, when members of a body do not even want an item on the agenda to be considered, then such a motion is in order. It is not debatable, and it requires a two-thirds vote to pass.

Counting Votes

Quorum is determined by the body's bylaws or other governance documents.

All motions must receive a second and an "aye" vote by a majority of the body to be adopted.

Abstentions votes can be used to meet quorum requirements but are not calculated in determining the outcome of the vote.

Courtesy and Decorum

Debate and discussion should be focused, but free and open. In the interest of time, the chair may, however, limit the time allotted to speakers, including members of the body. A member cannot generally interrupt a speaker however there are a few exceptions:

Privilege – A member can call for a "point of privilege." The chair should then interrupt to ask the interrupter to state their point. Appropriate points of privilege relate to anything that would interfere with the normal comfort of the meeting. For example, the room may be too hot or too cold, or a blowing fan might interfere with a person's ability to hear.

Order – A member can call for a "point of order." Again, the chair would ask the interrupter to "state your point." Appropriate points of order relate to anything that would not be considered appropriate conduct of the meeting. For example, if the chair moved on to a vote on a motion that permits debate without allowing that discussion or debate.

Appeal – If the chair makes a ruling that a member of the body disagrees with, the member may appeal the ruling of the chair. If the motion is seconded, and after debate, if it passes by a simple majority vote, then the ruling of the chair is deemed reversed.

Call for Orders of the Day – This is simply another way of saying "return to the agenda." If a member believes that the body has drifted from the agreed-upon agenda, such a call may be made. It does not require a vote, and when the chair discovers that the agenda has not been followed, the chair simply reminds the body to return to the agenda item properly before them. If the chair fails to do so, the chair's determination may be appealed.

Withdraw a Motion – During debate and discussion of a motion, the maker of the motion on the floor, at any time, may interrupt a speaker to withdraw his or her motion from the floor. The motion is immediately deemed withdrawn, although the chair may ask the person who seconded the motion if he or she wishes to make the motion and any other member may make the motion if properly recognized.

Meeting Norms

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals.
- We will respect differences and show respect.
- All team members are encouraged to offer their ideas and resources.
- We will wait to speak until a team member has finished talking.
- We will listen actively to all ideas in order to enhance understanding.
- We will model inclusivity and be inclusive of each other.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will respect differences, show respect and never dismiss or devalue others.
- We will build upon the ideas of others and look for common ground.
- We will address all issues and concerns openly with each other without assumptions or bias.
- We will come prepared for meetings by reading all materials in advance and having pre-conversations with the Superintendent or possibly other staff when appropriate.

Protocols in Case of Meeting Disruption

Protocols in Case of Meeting Disruption

Meetings are to be conducted in an efficient and orderly manner that facilitates the work of the meeting body and the appropriate participation of students, staff and members of the public. These protocols are developed to create a shared understanding of what constitutes a disruption to a meeting and how staff should respond.

What is a Disruption?

Members of the public have a right to attend open meetings (Board of Education and board appointed committees) and offer comments on matters before the body.

To be deemed a disruption, an attendee's engaged in behavior, during a meeting, that actually disrupts, disturbs, impedes or renders infeasible to the orderly conduct of the meeting. This disruptive behavior must impede the orderly conduct of the meeting can include, but is not limited to, failing to comply with reasonable and lawful regulations of the legislative body as well as behavior that constitutes use of force or a true threat of force.

To be deemed a true threat of force, the behavior must be such that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat.

Response – Removing an Individual or Group

- 1) It is the role of the board president to determine if attendees are disrupting the meeting. S/he may consult with the superintendent or legal counsel in making a determination.
 - a) If the disruption is NOT a true threat of force, the board president will warn the individual that their behavior is disrupting the meeting and that their failure to cease their behavior may result in their removal. If the individual continues to be disruptive, the board president can ask for the individual(s) to be removed. (Gov. Code Sec. 54957.95)
 - b) If the disruption IS a true threat of force, the board president may immediately ask for the individual to be removed. (Gov. Code Sec. 54957.95)
- 2) To remove the individual, the board president will inform them that their behavior continues to be disruptive or constitutes a threat and instruct the individual to leave the premises. If the individual does not leave the room, security staff will approach the individual to encourage their compliance.

Response

If an individual or group continues to be disruptive and does not comply with the board president's directive to leave the meeting, the following actions will be taken:

- 1) At the discretion of the board president or upon motion and vote of approval by the board as a whole, the meeting will be recessed due to disruption. Where there is a true threat of violence, the board president may unilaterally call a recess without a motion to the board.
- 2) The board should return to the dais after the determined recess period. If the situation has calmed, the board president will resume the meeting. If the situation continues to be disruptive to the orderly operation of the meeting, the board president will proceed to scenarios outlined below.

Clearing the Room

In instances when a true threat of force has been used by a participant, the meeting room may be cleared at the order of the board president or by a majority vote of the board. (A recess is not required to occur before taking this step but is recommended. Disruption to the meeting should be ongoing and pervasive to take this action and a true threat of force must occur.)

Upon an ongoing and significant disruption to the orderly operation of the meeting (i.e., a true threat of force), the board president may order, or any board member may motion, for the room to be cleared while the board recesses.

If the true threat continues, the board president may continue without attendees physically present in the room. In this limited instance, the public must have the ability to participate in the meeting remotely and/or reschedule the meeting to be in-person when orderly conduct may take place.

Postponing the Meeting

Similar to clearing the room, the meeting may be adjourned until a future date if deemed necessary to conduct safe and orderly operations that allow for public participation. This action should also only be taken if significant, ongoing and pervasive disruption occurs at a meeting.

Upon an ongoing and significant disruption to the orderly operation of the meeting, any board member may motion to recess the meeting until a time in the future. Upon a second of the motion and majority vote, the board president shall adjourn the meeting. The board president may also order adjourn at their discretion.

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

AGENDA ITEM: E.6

MEETING DATE: 02/10/2026

SUBJECT: Revisions to Board Policy 5117 Interdistrict Attendance

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the proposed revisions to Board Policy 5117 Interdistrict Attendance. (Discussed: 01/27/2026)

RATIONALE/BACKGROUND:

The proposed revisions to Board Policy 5117 Interdistrict Attendance incorporate recent updates in Education Code section 46600 into the policy. The revised policy aligns with current district practice and provides for specific and limited cases where transportation assistance for an interdistrict transfer may be provided.

ATTACHMENT(S):

1. [Board Policy 5117 Interdistrict Attendance](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 01/12/2026, 01/20/2026, 02/02/2026
Board of Education: 01/27/2026 (discussion)

FISCAL IMPACT:

N/A

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

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

Policy 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 10/26/2010 | Last Revised Date: 09/27/2011 | Last Reviewed Date: 09/27/2011

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

Interdistrict Attendance Permits

Upon request by a student's parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs. Permits will require renewal when students change levels, i.e., from elementary to middle school, or middle school to high school.

The interdistrict attendance permit shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code section 46600)

The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources, except for students entering grades 11 or 12. Students who do not meet the standards agreed upon by cooperating districts can have their interdistrict transfer denied for readmission or revoked.

Transportation

The district shall not provide transportation outside any school attendance area. *Per EdCode 46600: Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600.*

~~Limits on Student Transfers out of the District to a School District of Choice~~

~~The Superintendent or designee may limit the number of student transfers out of the District to attend a school district of choice based on the percentages of average daily attendance specified in Education Code section 48307.~~

~~Students who qualify to transfer under the "Romero Bill" will be processed pursuant to Education Code sections 48350-48361.~~

~~Transfers out of the District may also be limited during a fiscal year when the County Superintendent of Schools has given the District a negative budget certification or when the County Superintendent has determined that the District will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from the District to a school district of choice. (Education Code section 48307)~~

SUBJECT: 2025-2026 Local Control and Accountability Plan (LCAP) Mid-Year Update (Oaxaca) - 7:25 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Report: The superintendent is recommending that the board hear a report regarding the 2025-2026 Local Control and Accountability Plan mid-year update.

RATIONALE/BACKGROUND:

Under Assembly Bill 114, districts must present a mid-year update on LCAP implementation and expenditures, no later than February 28 each year, at a regularly scheduled Board Meeting. The Governing Board adopted the 2024–2027 San Juan Unified Local Control and Accountability Plan (LCAP) in June of 2025. San Juan Unified is now in Year 2 of implementing that plan, and this mid-year update reflects work completed to date. The presentation:

- Highlights budget status and spending progress, showing the district is largely on track with allocation and expenditures across all three goals.
- Summarizes implementation progress, noting that the vast majority of planned actions are fully implemented across Goals 1–3.
- Details high-leverage services supporting student achievement, engagement, school climate, and targeted groups including English learners, foster youth, homeless students, and low-income students.
- Shares educational partner feedback and next steps, including parent advisory input, priority concerns, and continued board discussion.
- Forecasts next steps in the LCAP process of continuous improvement.

ATTACHMENT(S):

1. [2025-2026 LCAP Mid-Year Presentation](#)
2. [2025-2026 LCAP Metrics and Goals](#)
3. [2025-2026 LCAP Goals Actions Expenditures](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 06/24/2025

Superintendent’s Cabinet: 02/02/2026

FISCAL IMPACT:

Current Budget: \$122,293,403


Funding Source: Base, Supplemental, Concentration, Categorical Funds, Other State Funds

PREPARED BY: Gwyn Dellinger, Director, Student Learning Assistance

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

2025-26 Local Control and Accountability Plan (LCAP) Overview
San Juan Unified School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (SAC) funding to school districts. SAC funds are the only funds targeted to improve student outcomes for all students, especially for English learners, foster youth, and low-income students.

Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment


Ethnicity	Percent of Enrollment
African American	5.3%
American Indian	0.4%
Asian	12.9%
Filipino	0.8%
Hispanic/Latino	26.5%
Pacific Islander	0.7%
White	45.2%
Two or More Races	8.1%


Student Group


Student Group	Percent of Enrollment
English Learners	22.8%
Low Income	50.4%
Foster Youth	0.3%

Our Community

Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale
Communities Served


39,376
Students


65
Schools


5,500
Staff

2025-26 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$185,963,845.00
Other State Funds	\$8,972,284.00
Local Funds	\$1,924,842.00
Federal Funds	\$5,432,232.00
Total Funds	\$192,293,403.00

Type	Totals
Personnel	\$180,020,592.00
Non-Personnel	\$22,268,321.00

Local Control and Accountability Plan (LCAP)

February 10, 2026

F.J. "Harvey" Oaxaca Ed.D., Assistant Superintendent, Educational Services
Gwyn Dellinger, Director Student Learning Assistance & LCAP

2025-26 Mid-Year Update

1

Objectives

01

Meet AB 114 Requirements

Present mid-year update at regularly scheduled Board Meeting before February 28

02

Review Progress

Budget overview
Progress toward goals
Implementation and metrics



Transparency and Accountability

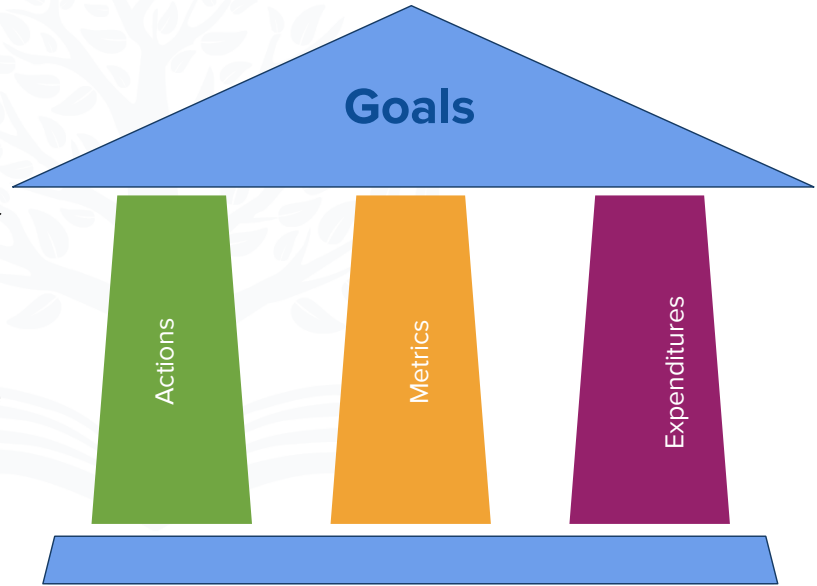
2

Local Control and Accountability Plan Overview

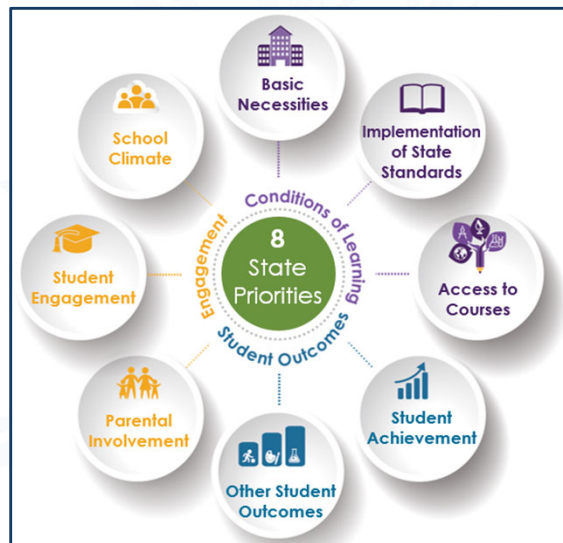
The Local Control and Accountability Plan (LCAP) is a 3-year roadmap districts create to show how they will improve outcomes for all learners.

It outlines goals, services, and spending priorities aligned to state requirements, with a focus on supporting English learners, foster and homeless youth, and low-income students.

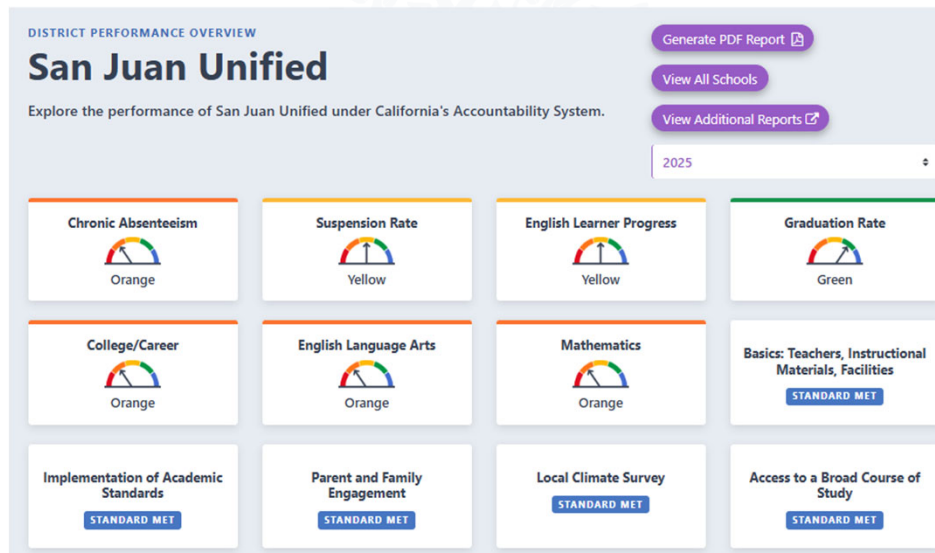
San Juan Unified is currently in Year 2 of implementing the 2024-2027 LCAP.



State Priorities



Metrics



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LCAP GOALS

1. Student Achievement and Implementation of State Standards

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

2. Student Engagement and Course Access

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to broad course of study.

3. School Conditions, Climate, and Family Engagement

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

4-11. Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70%

Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.



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Local Control and Accountability Plan (LCAP)

Mid-year Update

7

BUDGET OVERVIEW



San Juan Unified is *on track* to spend its LCAP plan allocations.

Approved LCAP Budget As of 6/24/25	LCAP Expenditures/Encumbrances As of 12/12/25
\$122,293,403	\$108,919,001

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Goal I: Student Achievement and Implementation of State Standards

Mid-year Budget:

\$60,603,530
expensed/encumbered of
\$61,602,568 allocated to Goal I

Implementation: **39 of 41 Actions**
are fully implemented

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Goal 1: High Leverage Actions in Support of Student Achievement and Implementation of State Standards and Metrics

- Class size reduction
- Academic intervention
- English language acquisition
- Professional learning
- Career Technical Education
- Credit recovery
- Summer Enrichment

Progress Monitoring:

CA School Dashboard (2024-25)

- English Language Arts, Math and English Learner Progress indicator scores maintained

Local indicators of progress

- iReady winter to winter (upcoming)
- Reclassification rates (upcoming)

Successes

- English learner reclassification to full English proficiency increased from 8.2% to 11.3%
- Long Term English Learner reclassification rate increased by 4.6%

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Goal 2: Student Engagement and Course Access

Mid-year Budget:

\$13,580,789
expensed/encumbered of
\$17,338,852 allocated to Goal 2

Implementation: 26 of 28 Actions
are fully implemented

11

Goal 2: High Leverage Actions in Support of Student Engagement and Course Access with Metrics

- Student wellness and health
- Behavior support
- Student counseling
- Programs for foster youth
- Programs for students experiencing homelessness
- Resources to promote attendance and reduce chronic absenteeism
- Instructional technology

Progress Monitoring:

CA School Dashboard (2024-25)

- Chronic absenteeism and graduation rates have improved

Local indicators of progress

- Average daily attendance
- Grades in core courses

Successes

- Decreases in chronic absenteeism to 22.5%
- Graduation rate increased to 88%

12

Goal 3: School Conditions, Climate, and Family Engagement

Mid-year Budget:

\$30,022,978
expensed/encumbered of
\$37,282,890 allocated to Goal 3

Implementation: 56 of 59 Actions
are fully implemented

13

Goal 3: High Leverage Actions in Support of School Conditions, Climate and Family Engagement with Corresponding Metrics

- Student Voice and Belonging
- Mental Health Support and Resources
- Family Engagement
- Family Summer Enrichment
- Communication
- Substance Abuse Outreach
- Bullying Prevention
- Translation and Interpretation
- Inclusion for all students

Progress Monitoring:

CA School Dashboard (2024-25)

- Suspension has decreased

Local indicators of progress

- School Experience Survey
- Monitoring positive behavior supports

Successes

- Suspensions have declined overall
- Family partnership program "Raising a Reader" increasing by 50%, texts available in multiple languages
- 1800 translated parent conference in November

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Mid-Year Update - Educational Partners

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2024/27 EDUCATIONAL PARTNERS

Students	Families	Staff/Labor Groups	Community Partners
<ul style="list-style-type: none"> • All districtwide • African American • American Indian Education • Black Student Unions • Brown Student Union • Elementary, Middle, and High School • English Learner Student Leadership • Foster Youth • LGBTQ+ • Long-term English Language learners • McKinney Vento (homeless) • Prevention Services • Refugee/Newcomer Students • San Juan Youth Voice Advocates • Students for Change • Students with disabilities • Students with a Voice • Superintendent's Student Advisory Council 	<ul style="list-style-type: none"> • All districtwide • African American • American Indian Education Program Parent Advisory Committee • Career Technical Education Advisory Committee • Community Advisory Committee • Curriculum and Standards • District English Learner Advisory Committee • E. Claire Riley Transitional Housing Program • English Language Advisory Committee • Facilities Committee • Foster Youth • Local Control and Accountability Plan Parent Advisory Committee • McKinney Vento (homeless) • Refugee/Newcomer Parents • School Site Council • Special Education • Superintendent's Parent Advisory Committee • Talleres Familiares • Whole School, Whole Community, Whole Child Committee 	<ul style="list-style-type: none"> • All districtwide • African American • Attendance Improvement Program • Bilingual Instructional Assistants • California School Employees Association • Confidential • District Bilingual Translators • Division of Teaching and Learning • English Language Development • Extended Cabinet • Family and Community Engagement • Foster Youth • McKinney Vento (homeless) • Multi-Tiered System of Supports • Neighborhood/Parent Liaisons • Prevention Services • Safe Schools • San Juan Administrators Association • San Juan Supervisors Association • San Juan Professional Educators Coalition • San Juan Teachers Association • School Community Resource Assistants • School Community Refugee Specialists • Special Education Local Plan Area • Special Education Staff • Special Education Instructional Assistants • Teamsters • White House Counseling Center 	<ul style="list-style-type: none"> • Aging Up • Assistance League of Sacramento • Black Child Legacy Campaign • Black Girl's Support Network • Black Youth Leadership Project (BYLP) • California Civil Rights Department • Carmichael HART • Carmichael Recreation & Parks District • Council of American Islamic Relations • Court Appointed Special Advocates (CASA) Sacramento • Early Academic Outreach Program, UC Davis (EAOP) • Foster Hope Sacramento • Girl's Empowerment Mentoring and Support • Health Education Council • Improve Your Tomorrow • International Christian Adoptions • International Rescue Committee • Jewish Community Relations Council • Justice to Jobs • Kiwanis • Lao Family Community Development • Lego Education • Mutual Assistance Network • National Association for the Advancement of Colored People • Orangevale-Fair Oaks Foundation • Pride Industries • Project Optimism • PRO Youth and Families • Refugee Enrichment and Development Association • Sacramento ACT • Sacramento Area Youth Speaks • Sacramento Food Bank & Family Services • Sacramento Kindness Campaign • Sacramento Public Library • Sacramento Racial Equity Alliance • Sacramento State Professors Team • Sacramento Youth Center • San Juan Education Foundation • Schools First Credit Union • Shingle Sprints Tribal TANF • Sierra Nevada Journeys • Specialized Team of Role Models • The Cove: A Family Community Center • TRIO • United College Action Network • WeEMBRACE • World Relief Sacramento • Youth Development Network • Underground Clothing Connection • United Way

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Local Control and Accountability Plan Parent Advisory Committee

Engaged

15 Members

Board President
13 Parents
2 Students

Each member represents an area, a school and a student group

Connected

Topics of Conversation

Parent engagement
Peer mentorship
Oral health
Student interactions



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NEXT
STEPS

Analyze

- Fall 2025**
- Identify key themes from educational partner input
 - Review state and local data

Revise

- Winter 2026**
- Refine LCAP actions in response to evolving student needs
 - Allocate funds strategically

Present

- Spring 2026**
- Present plan to LCAP Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) for review and comment
 - Present plan to local governing board at a public hearing for adoption in June 2026

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BOARD DISCUSSION

Attachment 2: 2025-2026 LCAP Metrics and Goals

Key:		Abbreviation		Student Group	
1	English Language Arts	AA	Black/African American	HM	Homeless
2	Mathematics	AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
3	English Learner Progress	AS	Asian American	PI	Pacific Islander or Native Hawaiian
4	Graduation	EL	English Learner	SEO	Socioeconomically Disadvantaged
5	College/Career	FI	Filipino	SWD	Students with Disabilities
6	Suspension	FY	Foster Youth	TOM	Two or More Races
7	Chronic Absenteeism	HIS	Hispanic	WH	White

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
1. Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	California School Dashboard - English Language Arts Indicator	2022-23 Overall: -26.6 points Disparity: 97.7 points AA: -85.7 points AI: -40 points AS: -54.8 points EL: -92.3 points FI: -6.4 points FY: -109.3 points HIS: -43.4 points HM: -92 points LTEL: -124.3 points PI: -38.2 points SED: -62.2 points SWD: -102.5 points WH: -5.4 points TOM: -11.2 points	2023-24 Overall: -34.6 points Disparity: 96.9 points AA: -86.8 points AI: -52.5 points AS: -61.7 points EL: -99 points FI: 18.8 points FY: -99.1 points HIS: -51 points HM: -89.6 points LTEL: -131.5 points PI: -55.4 points SED: -62.8 points SWD: -102 points WH: -16.1 points TOM: -13.7 points	2024-25 Overall: -32 points Disparity: 88.4 points AA: -83.2 points AI: -45.1 points AS: -64.9 points EL: -98.5 points FI: 23 points FY: -96.1 points HIS: -44.2 points HM: -95.2 points LTEL: -120.4 points PI: -69.1 points SED: -60.3 points SWD: -96.3 points WH: -13.4 points TOM: -11 points	2025-26 Overall: -23.6 points
	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP.	California School Dashboard - Mathematics Indicator	2022-23 Overall: -59.3 points Disparity: 114.6 points AA: -125.1 points AI: -86.9 points AS: -71.7 points EL: -112.9 points FI: -35.4 points FY: -157.2 points HIS: -81.3 points HM: -128.4 points LTEL: -173.9 points PI: -92.1 points SED: -93.7 points SWD: -131.1 points WH: -36.2 points TOM: -48.1 points	2023-24 Overall: -63.4 points Disparity: 124.3 points AA: -126 points AI: -98.2 points AS: -83.1 points EL: -116.3 points FI: -24.2 points FY: -141.2 points HIS: -85.2 points HM: -124.1 points LTEL: -187.7 PI: -93.7 points SED: -90.5 points SWD: -129.5 points WH: -41.1 points TOM: -47.8 points	2024-25 Overall: -65.5 points Disparity: 103.4 points AA: -128.2 points AI: -94.2 points AS: -92.1 points EL: -118.5 points FI: -18.8 points FY: -132.6 points HIS: -82.8 points HM: -133.1 points LTEL: -168.9 points PI: -112.3 points SED: -92.8 points SWD: -127.3 points WH: -43 points TOM: -47.2 points	2025-26 Overall: -56.3 points

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST.	California Science Test and California Alternate Assessment for Science	2022-23 Overall: 30.9% Disparity: 30.9% AA: 12% AI: 20.5% AS: 28.7% EL: 0.7% FI: 41.3% FY: 7.4% HIS: 20.9% HM: 9.5% LTEL: 0% PI: 17.5% SED: 18.7% SWD: 10.6% WH: 38.5% TOM: 35.7%	2023-24 Overall: 29.3% Disparity: 28.2% AA: 13.3% AI: 25.5% AS: 25.2% EL: 1.4% FI: 40% FY: 18.5% HIS: 21.3% HM: 14% LTEL: 1.1% PI: 16.5% SED: 20.5% SWD: 9.9% WH: 35.7% TOM: 36.5%	2024-25 Overall: 28.3% Disparity: 28.3% AA: 11.2% AI: 8.3% AS: 18.7% EL: 2.1% FI: 41.6% FY: 15.4% HIS: 23.2% HM: 11.0% LTEL: 0% PI: 14.5% SED: 19.0% SWD: 9.1% WH: 35.6% TOM: 32.3%	2025-26 Overall: 33.9%
	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC.	California School Dashboard - English Learner Progress Indicator	2022-23 EL: 48.6% LTEL: 45.9%	2023-24 EL: 47.5% LTEL: 39.7%	2024-25 EL: 46.9% LTEL: 47.2%	2025-26 EL: 50.6% LTEL: 47.9%
	English Language Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient.	CALPADS	2022-23 11%	2023-24 7.9%	2024-25 11.3%	2025-26 6%
	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator.	California School Dashboard - College/Career Indicator	2022-23 Overall: 40.5% Disparity: 32.7% AA: 21.7% AI: 35.7% AS: 50.4% EL: 13.3% FI: 52.6% FY: 12.5% HIS: 30.7% HM: 14% LTEL: 13.6% PI: 38.1% SED: 29.4% SWD: 7.8% WH: 44.1% TOM: 50%	2023-24 Overall: 42.6% Disparity: 35.6% AA: 16.5% AI: 31.8% AS: 47.5% EL: 12.6% FI: 55.6% FY: 16% HIS: 36.3% HM: 18.9% LTEL: 13.6% PI: 34.8% SED: 32.5% SWD: 7% WH: 47.9% TOM: 43.4%	2024-25 Overall: 41.6% Disparity: 35.3% AA: 24.4% AI: 30% AS: 39.6% EL: 13.4% FI: 57.8% FY: 6.3% HIS: 33.6% HM: 15.9% LTEL: 11.2% PI: 20% SED: 33.8% SWD: 11.4% WH: 47.7% TOM: 46.5%	2025-26 Overall: 42.5%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	A-G Completion: Percentage of graduating seniors who meet the A-G college requirements.	Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion	2022-23 Overall: 41.2% Disparity: 33% AA: 26.7% AI: 42.9% AS: 50.2% EL: 15.9% FI: 55.3% FY: 12.5% HIS: 30.4% HM: 15.2% LTEL: Not available in 2023 PI: 47.6% SED: 30.6% SWD: 8.2% WH: 44.8% TOM: 50%	2023-24 Overall: 40.9% Disparity: 36.9% AA: 22.3% AI: 31.8% AS: 45.5% EL: 12.8% FI: 63.9% FY: 4% HIS: 33.6% HM: 19.4% LTEL: 14.2 PI: 36% SED: 31.3% SWD: 9.7% WH: 45.1% TOM: 44.7%	2024-25 Overall: 38.3% Disparity: 28.1% AA: 24.9% AI: 45% AS: 34.8% EL: 11.5% FI: 62.2% FY: 10.5% HIS: 31.9% HM: 15.4% LTEL: 14.8% PI: 23.8% SED: 31.7% SWD: 10.2% WH: 43% TOM: 44.1%	2025-26 Overall: 46%
	CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway.	California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 16% Disparity: 11.8% AA: 11.8% AI: 21.4% AS: 15.4% EL: 12% FI: 18.4% FY: 4.2% HIS: 16.2% HM: 6.2% LTEL: Not available in 2023 PI: 14.3% SED: 16% SWD: 12.9% WH: 16.3% TOM: 17.6%	2023-24 Overall: 15.5% Disparity: 8.7% AA: 11.7% AI: 22.7% AS: 17% EL: 13.6% FI: 19.4% FY: 8% HIS: 12.7% HM: 7.3% LTEL: 18.9% PI: 12% SED: 14.9% SWD: 6.8% WH: 17% TOM: 15%	2024-25 Overall: 17.9% Disparity: 17.9% AA: 13.9% AI: 5% AS: 11.1% EL: 11.9% FI: 8.9% FY: 0% HIS: 17.9% HM: 11.2% LTEL: 21.9% PI: 0% SED: 17.1% SWD: 15% WH: 20.5% TOM: 20.1%	2025-26 Overall: 18%
	A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway.	California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 8.4% Disparity: 5.9% AA: 7.5% AI: 7.1% AS: 10.2% EL: 5.3% FI: 15.8% FY: 4.2% HIS: 6.8% HM: 2.8% LTEL: Not available in 2023 PI: 14.3 SED: 7.8% SWD: 2.5% WH: 8.5% TOM: 10.1%	2023-24 Overall: 9% Disparity: 9% AA: 5.6% AI: 22.7% AS: 11.2% EL: 4.8% FI: 11.1% FY: 0% HIS: 6.2% HM: 3.3% LTEL: 4.7% PI: 8% SED: 7.7% SWD: 1.1% WH: 10.3% TOM: 8.4%	2024-25 Overall: 9.8% Disparity: 9.8% AA: 5.8% AI: 0% AS: 7% EL: 5% FI: 6.7% FY: 0% HIS: 7.7% HM: 4.6% LTEL: 5.5% PI: 0% SED: 8.2% SWD: 4% WH: 12.5% TOM: 9.8%	2025-26 Overall: 9.4%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	College and Career Indicators (AP Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more AP exams.	California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 23.2% Disparity: 23.2% AA: 11.8% AI: 0% AS: 22.1% EL: 1.9% FI: 20% FY: 33.3% HIS: 10.4% HM: 16.7% LTEL: Not available in 2023 PI: 25% SED: 14.5% SWD: 3.6% WH: 29.7% TOM: 17%	2023-24 Overall: 28.4% Disparity: 28.4% AA: 13.8% AI: 14.3% AS: 35.7% EL: 3.4% FI: 30% FY: 25% HIS: 18.3% HM: 6% LTEL: 0% PI: 12.5% SED: 19.8% SWD: 16.7% WH: 31.6% TOM: 30.6%	2024-25 Overall: 45.2% Disparity: 45.2% AA: 31.7% AI: 50% AS: 45% EL: 33.8% FI: 50% FY: 0% HIS: 35.8% HM: 41% LTEL: 40% PI: 75% SED: 39.4% SWD: 19.5% WH: 48.8% TOM: 48.9%	2025-26 Overall: 24.2%
	College and Career Indicators (IB Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more IB exams.	California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 9.6% Disparity: 9.6% AA: 8.8% AI: 0% AS: 47.1% EL: 5.8% FI: 10% FY: 0% HIS: 2.3% HM: 12.5% LTEL: Not available in 2023 PI: 0% SED: 7.8% SWD: 3.6% WH: 4% TOM: 12.8%	2023-24 Overall: 9.4% Disparity: 9.4% AA: 17.2% AI: 0% AS: 42.9% EL: 1.7% FI: 5% FY: 0% HIS: 5.4% HM: 2% LTEL: 5% PI: 25% SED: 7% SWD: 4.2% WH: 4.5% TOM: 12.2%	2024-25 Overall: 9.4% Disparity: 9.4% AA: 7.3% AI: 16.7% AS: 34.9% EL: 2.7% FI: 34.6% FY: 0% HIS: 5.8% HM: 7.7% LTEL: 0% PI: 0% SED: 9.2% SWD: 4.9% WH: 5.3% TOM: 6.4%	2025-26 Overall: Maintain Level
	College and Career Indicators (Early Assessment Program): Percentage of students in the current year CCI who earned Prepared by scoring Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments	California Assessment of Student Performance and Progress (CAASPP) Results: Dashboard Additional Reports College/Career Levels and Measures Report and Data	2022-23 Overall: 53.2% Disparity: 33.2% AA: 41.2% AI: 20% AS: 72.1% EL: 21.2% FI: 65% FY: 33.3% HIS: 31.7% HM: 33.3% LTEL: Not available in 2023 PI: 37.5% SED: 40.6% SWD: 39.3% WH: 58.1% TOM: 47.9%	2023-24 Overall: 53.3% Disparity: 43.3% AA: 37.9% AI: 42.9% AS: 69.8% EL: 13.6% FI: 60% FY: 25% HIS: 39.4% HM: 32% LTEL: 10% PI: 50% SED: 43% SWD: 33.8% WH: 54.9% TOM: 63.3%	2024-25 Overall: 44.5% Disparity: 39.5% AA: 29.3% AI: 16.7% AS: 57.4% EL: 8.1% FI: 65.4% FY: 100% HIS: 65.4% HM: 33.3% LTEL: 5% PI: 50% SED: 38.9% SWD: 39% WH: 46.8% TOM: 48.9%	2025-26 Overall: 54.2%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators.	California School Dashboard Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7/5 Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5	2023-24 Recently Adopted Academic Standards and/or Curriculum Frameworks: 4.5/5 Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5	2024-25 Recently Adopted Academic Standards and/or Curriculum Frameworks: 4.7/5 Other Adopted Academic Standards: 4/5 Support for Teachers and Administrators: 4.3/5	2025-26 Maintain levels
2. Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8.	California School Dashboard - Chronic Absenteeism Indicator	2022-23 Overall: 28.7% Disparity: 27.6% AA: 49.3% AI: 45.5% AS: 19.7% EL: 26.3% FI: 16.1% FY: 42.3% HIS: 33.9% HM: 56.3% LTEL: 35.6% PI: 50.8% SED: 35.6% SWD: 37.5% WH: 34% TOM: 31.8%	2023-24 Overall: 24% Disparity: 27.9% AA: 43.5% AI: 38.1% AS: 18% EL: 24% FI: 12.1% FY: 44.7% HIS: 28.7% HM: 51.9% LTEL: 33.1% PI: 47.5% SED: 29.2% SWD: 30.8% WH: 19.6% TOM: 25.8%	2024-25 Overall: 22.5% Disparity: 26% AA: 44.8% AI: 38.9% AS: 16.7% EL: 21.9% FI: 11% FY: 44.2% HIS: 27.6% HM: 48.5% LTEL: 35.2% PI: 43.3% SED: 27.5% SWD: 29.6% WH: 17.9% TOM: 24.2%	2025-26 Overall: 27.2%
	Attendance: Average days absent during the school year for students in TK-12.	DataQuest - Absenteeism by Reason Report	2022-23 Overall: 14.7 days Disparity: 10.2 days AA: 21.1 days AI: 20 days AS: 10.8 days EL: 13.1 days FI: 11.2 days FY: 18.7 days HIS: 16.1 days HM: 24.9 days LTEL: Unavailable PI: 20.1 days SED: 16.7 days SWD: 19.1 days WH: 13.6 days TOM: 15.5 days	2023-24 Overall: 13.4 days Disparity: 8.9days AA: 19.4 days AI: 19.8 days AS: 10.7 days EL: 12.5 days FI: 9.8 days FY: 21.6 days HIS: 14.9 days HM: 22.3 days LTEL: Unavailable PI: 18.2 days SED: 14.9 days SWD: 17 days WH: 12.2 days TOM: 14 days	2024-25 Overall: 13.2 days Disparity: 10.4 days AA: 19.4 days AI: 18 days AS: 10.6 days EL: 12.3 days FI: 10 days FY: 18.2 days HIS: 14.7 days HM: 23.6 days LTEL: Unavailable PI: 19.9 days SED: 14.6 days SWD: 16.9 days WH: 12.2 days TOM: 13.7 days	2025-26 Overall: 13.7 days

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	High School Dropout Rate: Percentage of high school students who dropout based on the 4-year cohort outcomes.	DataQuest - 4-Year Adjusted Cohort Outcome	2022-23 Overall: 9% Disparity: 11.9% AA: 17.9% AI: 7.1% AS: 6.7% EL: 13.6% FI: 2.6% FY: 20% HIS: 10.2% HM: 20.9% LTEL: Unavailable PI: 14.3% SED: 11.8% SWD: 9.6% WH: 8.3% TOM: 7%	2023-24 Overall: 8.3% Disparity: 11.7% AA: 14.3% AI: 18.2% AS: 5.3% EL: 9.8% FI: 2.8% FY: 20% HIS: 8.9% HM: 16.6% LTEL: Unavailable PI: 8.7% SED: 9.4% SWD: 16% WH: 8.3% TOM: 5.8%	2024-25 Overall: 6.6% Disparity: 20.1% AA: 13.2% AI: 15% AS: 7.1% EL: 13.9% FI: 4.5% FY: 26.7% HIS: 7.6% HM: 16.4% LTEL: Unavailable PI: 10% SED: 7.6% SWD: 10.2% WH: 5.4% TOM: 5%	2025-26 Overall: 7.5%
	Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	California Longitudinal Pupil Achievement Data System (CALPADS)	2022-23 10 students	2023-24 17 students	2024-25 5 students	2025-26 Maintain level
	Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	California School Dashboard - Graduation Indicator	2022-23 Overall: 86.7% Disparity: 16.5% AA: 77.6% AI: 85.7% AS: 86.7% EL: 74.5% FI: 92.1% FY: 70.8% HIS: 85.6% HM: 70.2% LTEL: 87.3% PI: 76.2% SED: 82.2% SWD: 77.5% WH: 87.6% TOM: 91.5%	2023-24 Overall: 85.7% Disparity: 29.7% AA: 75.4% AI: 77.3% AS: 87.4% EL: 76.4% FI: 97.2% FY: 56% HIS: 85.1% HM: 66.7% LTEL: 86.5% PI: 92% SED: 82.7% SWD: 61.1% WH: 86.1% TOM: 89.8%	2024-25 Overall: 88.1% Disparity: 30.2% AA: 79.8% AI: 85% AS: 82.7% EL: 76.6% FI: 88.9% FY: 57.9% HIS: 87.5% HM: 70.8% LTEL: 85.2% PI: 76.2% SED: 86.4% SWD: 73% WH: 90.4% TOM: 91.7%	2025-26 Overall: 87.7%
	Broad Course of Study: Percentage of students in TK-5 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education.	California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 93.2% Disparity: 3.6% AA: 89.6% AI: 91.4% AS: 90.3% EL: 91.1% FI: 93.2% FY: 91.3% HIS: 93.3% HM: 92.1% LTEL: Unavailable PI: 93.7% SED: 92% SWD: 92.5% WH: 94.2% TOM: 94.9%	2023-24 Overall: 93.9% Disparity: 4.3% AA: 90.6% AI: 97.3% AS: 90.6% EL: 90.6% FI: 99.1% FY: 89.6% HIS: 93.8% HM: 91.0% LTEL: Unavailable PI: 91.5% SED: 92.6% SWD: 94.4% WH: 95.2% TOM: 94.3%	Data not yet released by California Department of Education	2025-26 Overall: 94%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	Broad Course of Study: Percentage of students in 6-8 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education.	California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 94.5% Disparity: 22.3% AA: 93% AI: 95% AS: 94.6% EL: 88.5% FI: 97.3% FY: 95.2% HIS: 94.5% HM: 87.3% LTEL: Unavailable in report PI: 96.6% SED: 93% SWD: 72.2% WH: 94.5% TOM: 95.7%	2023-24 Overall: 93.9% Disparity: 18.7% AA: 94.4% AI: 92.1% AS: 93.5% EL: 85.9% FI: 94.7% FY: 96.4% HIS: 93.9% HM: 88.4% LTEL: 90.9% PI: 96.8% SED: 92.6% SWD: 75.2% WH: 93.4% TOM: 96.0%	Data not yet released by California Department of Education	2025-26 Overall: 96%
	Broad Course of Study: Percentage of students in grade 12 who received a broad course of study throughout grades 9-12 based on receiving a grade in course/graduation requirements in English language arts, mathematics, science, social science, foreign language, physical education, and visual and performing arts.	2022-23 Overall: 5.7% Disparity: 15.5% AA: 12.2% AI: 6.9% AS: 3.7% EL: 4.4% FI: 2.6% FY: 21.2% HIS: 6.2% HM: 10.8% LTEL: 13.4% PI: 5.5% SED: 7.3% SWD: 8.4% WH: 4.6% TOM: 7.7%	2022-23 Overall: 90.4% Disparity: 28.3% AA: 83.5% AI: 88.9% AS: 88.7% EL: 82.9% FI: 88.1% FY: 80% HIS: 91.4% HM: 86.8% LTEL: Unavailable PI: 86.7% SED: 87.9% SWD: 62.1% WH: 90.8% TOM: 94.1%	2023-24 Overall: 87.0% Disparity: 28.3% AA: 79.3% AI: 95.2% AS: 86.9% EL: 78.4% FI: 83.3% FY: 73.1% HIS: 86.9% HM: 74.5% LTEL: 80.5% PI: 93.4% SED: 84.5% SWD: 53.1% WH: 87.5% TOM: 90.2%	Data not yet released by California Department of Education	2025-26 Overall: 92%
3. School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	California School Dashboard - Suspension Indicator	2022-23 Overall: 5.7% Disparity: 15.5% AA: 12.2% AI: 6.9% AS: 3.7% EL: 4.4% FI: 2.6% FY: 21.2% HIS: 6.2% HM: 10.8% LTEL: 13.4% PI: 5.5% SED: 7.3% SWD: 8.4% WH: 4.6% TOM: 7.7%	2023-24 Overall: 6.1% Disparity: 12.6% AA: 14.7% AI: 8.1% AS: 4.8% EL: 5.4% FI: 4.3% FY: 18.7% HIS: 6.5% HM: 12.8% LTEL: 14.1% PI: 4.6% SED: 7.4% SWD: 7.9% WH: 5% TOM: 6.6%	2024-25 Overall: 4.8% Disparity: 11.9% AA: 10.8% AI: 6.8% AS: 4.4% EL: 4.8% FI: 2.3% FY: 16.7% HIS: 4.9% HM: 10.3% LTEL: 9.1% PI: 5.6% SED: 5.8% SWD: 6.8% WH: 4% TOM: 5.1%	2025-26 Overall: 5.4%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	Expulsion Rate: Percentage of students expelled from school.	DataQuest - Expulsion and Suspension Data	2022-23 Overall: 0.08% Disparity: 0.77% AA: 0.36% AI: 0% AS: 0.02% EL: 0.04% FI: 0% FY: 0.85% HIS: 0.09% HM: 0% LTEL: Unavailable PI: 0% SED: 0.18% SWD: 0.17% WH: 0.05% TOM: 0.06%	2023-24 Overall: 0.06% Disparity: 0.44% AA: 0.18% AI: 0.5% AS: 0.02% EL: 0.02% FI: 0% FY: 0.5% HIS: 0.06% HM: 0.13% LTEL: Unavailable PI: 0% SED: 0.09% SWD: 0.06% WH: 0.07% TOM: 0.03%	2024-25 Overall: 0.02% Disparity: 0.28% AA: 0.16% AI: 0.0% AS: 0.02% EL: 0.01% FI: 0% FY: 0% HIS: 0.01% HM: 0% LTEL: Unavailable PI: 0.3% SED: 0.03% SWD: 0.03% WH: 0.02% TOM: 0%	2025-26 Overall: Maintain level
	Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	2022-23 58.2%	2023-24 58.2%	2024-25 62.4%	2025-26 60%
	Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	California School Dashboard Local Performance Indicator - Local Climate Survey	2022-23 60.7%	2023-24 59.9%	2024-25 59.3%	2025-26 62%
	Parent and Family Engagement: District self-reflection ratings on the parent and family engagement tool in all three areas with a focus on parents of EL, LI, FY, SED, and SWD: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making.	California School Dashboard Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool	2022-23 Relationships: 3.75/5 Partnerships: 3.5/5 Input: 3.25/5	2023-24 Relationships: 4.5/5 Partnerships: 4.5/5 Input: 4/5	2024-25 Relationships: 4.75/5 Partnerships: 4.5/5 Input: 4/5	2025-26 Relationships: Partnerships: Input:
	School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool.	California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 100%	2023-24 100%	2024-25	2025-26 100%
	Standards Access: Percentage of students who have access to standards-aligned instructional materials.	California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 100%	2023-24 100%	Data not yet released by California Department of Education	2025-26 100%

LCAP Goals	LCAP Metrics	Metric Source	Baseline 2023-2024 LCAP Report (2022-23 Data)	Year 1 Outcome 2024-2025 LCAP Report (2023-24 Data)	Year 2 Outcome 2025-2026 LCAP Report (2024-25 Data)	Target for Year 3 Outcome 2026-2027 LCAP Report (2025-26 Data)
	<p>Credentialed Staffing: Percentage of teachers fully credentialed and appropriately assigned with an assignment monitoring of "clear".</p>	<p>California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities</p>	<p>2022-23 District: 88.3% Clear Katherine Johnson Middle: 59.1% Clear La Entrada Continuation High: 36.8% Clear La Vista Center: 88% Clear Starr King K-8: 87% Clear</p>	<p>2023-24 District: 86% Clear Katherine Johnson Middle: 80.5% Clear La Entrada Continuation High: 34.8% Clear La Vista Center: 72.4% Clear Starr King K-8: 85% Clear</p>	<p>Data not yet released by California Department of Education</p>	<p>2025-26 85% Clear</p>

Attachment 3: 2025-26 Goals, Actions, and Expenditures

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
1.01	Co-Teachers at Dyer Kelly	Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback.	EL	\$752,600	\$752,927.59
1.02	Elementary K-8 Director	School directors to: -Collaborate with school principals, teachers, and staff to implement district initiatives and professional development - Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity	EL,LI	\$337,382	\$340,383.66
1.03	College Career Readiness Counseling	College and career readiness counseling to provide: - Tailored guidance on post-secondary options, financial aid, and language support - Socio-emotional support that addresses barriers to academic success and fosters holistic development	EL,LI	\$260,357	\$314,775.38
1.04	Advance Placement/International Baccalaureate Test Fees	Pay for test fees for low-income students.	LI	\$70,000	\$0.00
1.05	College/Career Center Technicians	Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations.	EL,LI	\$485,032	\$474,530.82
1.06	Dual Enrollment Textbooks	Provide students in dual enrollment classes with free textbooks to take college classes.	EL,LI	\$125,000	\$32,415.90
1.07	Advancement Via Individual Determination (AVID)	AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college.	EL,LI	\$1,995,526	\$2,045,968.60
1.08	Career Technical Education (CTE)	Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing: - Language supports for English Learner (EL) students - Resources to bridge socio-economic disparities - Hands-on training and career guidance - Personalized instruction and mentorship	EL,LI	\$4,228,905	\$3,954,586.13
1.09	Multi-Tiered System of Supports (MTSS): Academic Interventions	Academic Intervention Specialists assigned to sites to provide small group and/or individual intervention in reading and/or math. Students are identified through skills screening and working within the system at the school site.	EL,LI,FY,HM	\$604,892	\$618,263.38
1.1	Center for Teacher Support Induction	Consulting Teachers assist candidates (new teachers) through developing an Individualized Learning Plan where goal setting around the California Standards for the Teaching Professions (CSTPs), planning, observation, reflection, and collaboration are parts of a Cycle of Inquiry that promote growth within their teaching practice.	EL,LI	\$1,766,848	\$1,616,135.63
1.11	Bilingual Instructional Assistants (BIAs)	BIAs provide primary language support to Emerging Bilinguals in core content classes outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach.	EL	\$4,595,565	\$3,654,016.66

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
1.12	TK-12 Core Subject Area Intervention	Allocate and expand certificated personnel to address TK-12 learning needs, with an emphasis on unduplicated students, in core subject area essential standards, such as elementary/TK-8 intervention teachers and additional middle and high school math sections	EL,LI,FY,HM	\$8,066,580	\$8,061,863.86
1.13	Summer Math Learning	Provide extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards.	EL,LI	\$96,000	\$3,999.68
1.14	Camp Invention: Title sites	Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts.	LI	\$1,000,000	\$1,706,764.06
1.15	English Language Learner Remediation	Accelerate English language acquisition for newcomers	EL (Newcomer)	\$1,000,000	\$652,524.33
1.16	Equal Opportunity Schools (EOS)	EOS provides workshops, professional development, data analysis, and site support to increase enrollment in Advanced Placement courses for priority student groups.	EL,LI	\$212,743	\$206,550.00
1.17	iReady License, Professional Development, and Implementation Support	Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading.	EL,LI	\$936,722	\$920,685.15
1.18	Professional Learning and Implementation of Math Programs	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction.	EL,LI	\$601,635	\$134,699.84
1.19	Math Support for Grades 6-8	0.2 Full Time Equivalent (FTE) intervention teacher provided to accelerate growth toward math proficiency.	EL,LI	\$657,160	\$509,782.62
1.2	Integrated and Designated English Language Development (ELD) Professional Learning	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework differentiated for English learners (EL) and long term English learners (LTEL)	EL (LTEL)	\$185,910	\$80,809.49
1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Address the need for consistent, high-quality designated English Language Development (ELD) instruction, including professional development to support teachers who provide daily, standards-based instruction aligned to students' language proficiency levels and targeted language development that supports access to core content	EL	\$14,936,690	\$13,570,798.89
1.22	English Language Development (ELD) Staff Coaching	Staff to provide personalized support to teachers of English learner (EL) and long term English learner (LTEL) students including 1:1 coaching, mentorship, establishing cohorts, and modeling lessons	EL (LTEL)	\$751,132	\$757,285.99
1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide.	EL	\$665,925	\$339,007.17
1.24	English Language Development (ELD) Staff	Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process.	EL	\$693,783	\$674,493.55

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
1.25	English Learner (EL) Awareness and Communication	Provide students, families, and staff with knowledge and vocabulary around English Language Development (i.e. process, purpose, pathway, options, meaning).	EL (LTEL)	\$10,000	\$799.24
1.26	Instructional Assistants to Support TK-2 Classrooms	Recruit, hire, increase and retain Instructional Assistants (IAs) to support TK-2 classrooms with academic progress	EL,LI,FY,HM	\$6,641,712	\$7,316,076.00
1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Staff coordinates programs to engage students in reading, writing, listening, and speaking in English.	EL (LTEL)	\$50,000	\$0.00
1.28	K-2 Reading Difficulty Screener	Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of literacy development and track the progress of English learners over time.	EL,LI	\$23,000	\$4,189.39
1.29	Elementary Literacy Professional Learning	Elementary literacy professional learning focused on: - Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers - Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum	EL,LI	\$177,500	\$40,583.67
1.3	Secondary Literacy Professional Learning	Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students.	EL,LI	\$88,000	\$30,637.49
1.31	State Seal of Civic Engagement and Civic Education	Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community.	LI	\$16,663	\$4,199.66
1.32	Strategic Literacy Plans	Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families.	EL,LI	\$179,600	\$89,856.10
1.33	Director, Secondary (50%)	School director to: - Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity - Collaborate with school principals, teachers, and staff to implement district initiatives and professional development	EL,LI	\$127,297	\$127,751.71

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
1.34	World language proficiency validation	Provide students who are or were at one time designated as English learners (EL) the opportunity to: - Meet the college and career ready graduation requirements in world languages through the language skills they already have due to their backgrounds - Have their home language validated for the world languages portion of the Seal of Biliteracy requirements	EL	\$5,000	\$1,170.20
1.35	High School Math Support	Additional high school math teachers to implement co-teaching or class size reduction support in IM 1 and math credit recovery courses	EL,LI,FY,HM	\$1,209,083	\$1,178,000.83
1.36	System of Professional Growth (SPG)	During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices.	EL,LI,FY,HM	\$2,064,913	\$2,011,370.73
1.37	Next Generation Science Standards (NGSS)	This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor.	EL,LI	\$214,835	\$78,421.66
1.38	Advance Placement and Counselor Summer Training	College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career.	EL	\$15,300	\$2,589.78
1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in. Cash for College events will be held at at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion.	EL,LI	\$50,000	\$21,908.70
1.4	Naviance Support/6th Grade Program	Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation.	EL,LI	\$20,000	\$423.56
1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	District Supports to improve student outcomes: - Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds - Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators - Develop and support implementation of Unified Insight Data Dashboard - Provide Local Control Funding Formula (LCFF) supplemental site allocations - Reduce practitioner-to-student ratios and opportunities for differentiated instruction	EL,LI,FY,HM,SWD ,Lowest Performing	\$5,683,278	\$3,019,829.25
2.01	Immunization Clinic	Nurse to provide immunizations to students, especially refugee, foster youth, and homeless students	EL,LI,FY,HM	\$46,047	\$26,882.13

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
2.02	Tutoring for Foster Youth (FY)	Teachers to provide tutoring for FY students to accelerate learning in primary grades and credit recovery in grades 11 and 12.	FY	\$484,192	\$435,141.02
2.03	Credit Recovery for Foster Youth (FY)	Counselors to meet with FY students to assess credits earned and credits needed to meet graduation requirements.	FY	\$1,179,540	\$1,104,491.32
2.04	Foster Youth (FY) Student Lists	Staff to audit student lists of current and former FY students to ensure qualifying students receive services and accuracy of data.	FY	\$10,985	\$0.00
2.05	Foster Youth (FY) Advocacy	Social worker and school community worker to meet with county workers, students, and caregivers to provide resources to students entering, leaving, and attending the district.	FY	\$10,000	\$0.00
2.06	La Entrada Alternative Continuation School	Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities.	EL,LI	\$1,293,610	\$1,308,646.10
2.07	Credit Recovery	Provide an online curriculum which will provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day	EL, LI	\$717,244	\$721,492.41
2.08	Instructional Technology	Instructional technology to provide: - Translation tools and language resources for English Learner (EL) population - Translated materials and communications from teachers to families - Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content - Interactive teaching methods for diverse learning styles	EL,SWD	\$336,147	\$320,824.20
2.09	Summer School: Independent Study	Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship.	EL,LI	\$184,580	\$133,904.20
2.1	Summer School: Seat Based	Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension.	EL,LI	\$391,357	\$341,680.23
2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Additional Full-Time Equivalent (FTE) staff on high school sites to provide direct support to students.	EL,LI,FY,HM	\$442,642	\$340,620.11
2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data.	EL,LI,FY,HM	\$55,900	\$20,490.73
2.13	Site-Based Counselor Ratio	Site-based school counselors to: - Provide tier 1 intervention in college career, personal, social, and academic support - Lower ratios of site-based counselors - More exposure and intervention in tier 1 and tier 2	EL,LI	\$2,316,780	\$2,488,025.91
2.14	Integrated Math 1 Teachers High School	Teacher support in high school IM 1 classrooms to reduce staff-to-student ratios and accelerate student progress toward grade-level math proficiency	EL,LI	\$637,940	\$601,999.95

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
2.15	McKinney-Vento (MKV) Wraparound Services	Staff, basic needs, and schools supplies to: - Conduct home visits - Hold monthly food distribution - Give access to food closet for families	LI, HM	\$104,337	\$116,090.84
2.16	Student Support Services Mobile	Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information.	EL, LI, FY, HM	\$20,000	\$10,895.38
2.17	Attendance Improvement Program	Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students.	EL, LI, FY, HM	\$461,474	\$373,319.59
2.18	Transportation to School of Origin	Provide transportation to homeless (HM) and foster youth (FY) students along with qualifying English learner (EL) newcomer students	EL (Newcomer), LI, FY, HM	\$1,450,000	\$891,730.49
2.19	Physical Education Professional Learning	Provide professional learning opportunities focused on implementation of newly adopted standards, curriculum and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration.	EL, LI	\$46,030	\$46,397.15
2.2	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	District Supports to improve student outcomes: - Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds - Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators - Develop and support implementation of Unified Insight Data Dashboard - Provide Local Control Funding Formula (LCFF) supplemental site allocations - Reduce practitioner-to-student ratios and opportunities for differentiated instruction	EL, LI, FY, HM, SWD, Lowest Performing	\$5,683,278	\$3,019,829.25
2.21	Secondary Teacher on Special Assignment (TOSA): Math	Math TOSA provide professional learning, mentorship, resources, and classroom support to teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy.	EL, LI	\$94,166	\$95,229.71
2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills.	EL, LI	\$160,815	\$131,726.31
2.23	Science Program Specialist	Science Program Specialist provides: - Leadership for curriculum adoption and instruction alignment to best practices - Teacher professional learning in inquiry-based methods - Resource allocation - Advocacy and support for regular, frequent elementary science instruction	All Students	\$225,668	\$227,109.54

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
2.24	Elementary Teachers on Special Assignments (TOSA): English Language Arts (ELA) and Math Secondary TOSA: Math	Teachers on Special Assignments (TOSAs) to provide professional learning in math and ELA focused on effective instructional, differentiated, and culturally relevant instruction to support early numeracy and foundational reading skills. Also, provide mentorship, resources, and classroom support to address diverse student needs, reduce math anxiety, and foster confidence.	EL,LI	\$254,981	\$226,955.13
2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	Our secondary ELA and science TOSAs focus on professional learning and teacher support by: - Providing targeted professional learning in literacy strategies, content integration, and differentiation techniques to address the diverse needs of English learners and low-income students - Offering ongoing mentorship, collaborative planning sessions, and access to resources	EL,LI	\$330,600	\$194,628.36
2.26	English Language Arts (ELA) and Math Program Specialists	The Program Specialist positions: - Ensure alignment with standards and frameworks for many district initiatives - Provide targeted professional learning for teachers in effective instructional strategies - Facilitate the selection and implementation of evidence-based curricula and resources - Foster collaboration among educators, offer differentiated support, and monitor student progress	EL,LI	\$400,539	\$402,679.26
3.01	Foster Youth Advocacy	School community worker and foster youth social worker to meet with foster youth students at school site and serve as advocate as it relates to the school site and county agencies.	FY	\$100,000	\$95,010.84
3.02	Mental Health Support	Direct mental health supports provided to students in need of Tier III behavioral and mental health services provided by district staff along with outside referral services provided by Care Solace to assist students and families in navigating the mental health system to obtain access to clinical services outside of the school system	EL,LI,FY,HM	\$1,202,730	\$1,254,127.74
3.03	Campus Supervision	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day.	EL,LI	\$423,612	\$336,263.92
3.04	Title 1 Vice Principals (Preschool through 8th grade)	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action.	LI	\$1,844,689	\$1,827,111.67
3.05	Conflict Mediation District Initiated Absences (DIAs)	Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture.	EL,LI	\$25,788	\$0.00
3.06	Equitable Access and Outcomes	Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and University College Fair.	EL,LI	\$26,046	\$8,477.76
3.07	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Supports for programs: - Translators to provide services at outreaches - Time cards for site and district staff who participate in outreaches after contracted hours - Site training for NLP, APTT, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives	EL,LI,FY,HM	\$39,998	\$15,958.29

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.08	FACE Mobile and Family Services	FACE Mobile and Family Outreach Supports: <ul style="list-style-type: none"> - Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources - Purchasing of resources to help families with academic and social-emotional student support at home - Items and materials to help reduce barriers and provide access to families who visit the FACE Mobile or other tabling outreach - Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities - Time cards for site and district staff who participate in outreaches after contracted hours 	EL,LI,FY,HM	\$300,000	\$237,290.37
3.09	Summer Family Engagement	Summer Family Camps Support: <ul style="list-style-type: none"> - Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families - Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours - Materials and supplies for enrichment at the camps - Transportation for families who need it to attend 	EL,LI,FY,HM	\$50,000	\$34,877.69
3.1	Adult Education: English as a Second Language (ESL)	Offer culturally sensitive, flexible ESL classes with individualized instruction and accessible childcare services.	EL	\$106,778	\$66,471.00
3.11	Cultural Communication Specialists	Two cultural communication specialists to provide purposeful and targeted communication with families that speak the two most common languages in the district other than English (Spanish and Persian) through storytelling, and support departments and school sites with improving their communication practices.	EL	\$286,114	\$251,639.94
3.12	Workforce Diversity, Recruitment, Retention	Workforce diversity, recruitment, and retention efforts include: <ul style="list-style-type: none"> - Job fairs - Recruitment materials and supplies - Specific training on meeting the needs of the diverse population 	EL,LI,SWD	\$100,000	\$33,513.24
3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	MTSS department supports that include: <ul style="list-style-type: none"> - Administrator to develop and refine program, supervise employees, and collect data - Clerical staff to support program needs - Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being - Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students 	EL,LI,FY,HM	\$146,321	\$147,464.76
3.14	Vision to Learn	Partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed.	LI	\$250,000	\$455,426.23
3.15	Additional Staffing for Safe Environments	Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students.	EL,LI,FY,HM	\$3,343,214	\$2,683,335.44

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.16	Support Center Leadership Team Stipends	Student Support Center (SSC) leadership team to provide guidance and input into the professional learning for the Student Support Center team focused on providing direct supports and interventions to students.	EL,LI,FY,HM	\$10,589	\$722.00
3.17	Behavior and Systems Support	Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making.	EL,LI,FY,HM	\$1,323,396	\$1,330,225.89
3.18	Student Support Center	Student Support Center supports that include: <ul style="list-style-type: none"> • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students • Staff to provide students with mental health support, social skills instruction, and individual counseling supports as needed with referrals to outside agencies for identified needs of students and/or families 	EL,LI,FY,HM	\$5,649,327	\$5,472,716.20
3.19	Credentialing Oversight	Increase the frequency of monitoring teacher placement at sites, credential expiration dates, and revise onboarding process.	EL,LI,FY	\$0	\$0.00
3.2	Navigate 360	Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline.	LI,FY,HM	\$140,001	\$143,818.05
3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school.	LI	\$40,000	\$11,427.40
3.22	San Juan Youth Voice Advocates (SJYVA)	Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx and African American/Black students.	EL,LI	\$15,000	\$7,186.39
3.23	Black Student Unions (BSUs)	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging.	LI	\$40,211	\$6,192.32
3.24	School/Community Prevention Specialist	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams.	EL,LI	\$103,378	\$105,023.33
3.25	Leadership Workshop Series	Leadership Workshop Series builds student leadership and skill-building through a series of workshops.	LI	\$8,000	\$943.27

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.26	Student School Climate Teams	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations.	LI	\$5,750	\$1,716.72
3.27	Camp Kinder	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to Concepts about Print, Phonic Awareness, and fluency.	EL,LI	\$331,776	\$272,015.34
3.28	Substance Abuse Prevention Support	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents.	LI	\$159,513	\$150,118.03
3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents.	LI	\$238,712	\$130,505.19
3.3	Cultivating Leaders	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection.	EL,LI,SWD	\$362,239	\$144,910.54
3.31	Inclusive Practices	Program Specialist support to provide professional development for new teachers focused on inclusionary practices, curriculum, and access to the least restrictive environment including systems refinement to allow more students to access general education core content with high quality instruction	SWD	\$115,405	\$97,916.92
3.32	District Supports for Continuous Improvement: Suspension Rate	District Supports to improve student outcomes: <ul style="list-style-type: none"> - Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds - Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators - Develop and support implementation of Unified Insight Data Dashboard - Provide Local Control Funding Formula (LCFF) supplemental site allocations - Reduce practitioner-to-student ratios and opportunities for differentiated instruction 	EL,LI,FY,HM,SWD , Lowest Performing	\$5,683,279	\$3,019,829.25
3.33	Behavior Support Assistants	Behavior Support Assistants provide direct services to identified students with disabilities experiencing significant behavioral needs.	SWD	\$544,708	\$550,099.97
3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	Additional IA hours allow for added staffing to work directly with students with disabilities on academics and social-emotional growth.	SWD	\$303,014	\$47,178.59
3.35	Multicultural Counselor	Enhance support for newcomer students at the time of enrollment, improve communication channels for students/families, provide tailored support and tentative English Language Development (ELD) placement, one-on-one counseling, and access to multilingual resources	EL (Newcomer)	\$121,459	\$154,114.12

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.36	Translation and Interpretation	Provide information and communicate to students and families in home language.	EL	\$1,180,909	\$1,005,536.43
3.37	Support for Newcomers and Culturally Relevant Engagement	Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to critical needs related to translation, resources, classroom, and research.	EL (Newcomer)	\$306,556	\$263,925.51
3.38	Ongoing Support for Newcomers	Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations.	EL (Newcomer),LI	\$3,154,000	\$1,819,295.00
3.39	American Indian Education Program Grant Management	The administrator of the program coordinates activities for students/families, acts as a liaison between parents, school sites and the district office, and manages grant compliance.	LI, AI	\$60,529	\$36,581.06
3.4	Safety Positions	School site safety positions to provide: - Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise - Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices	EL,LI	\$478,264	\$438,438.13
3.41	Vice Principals and Guest Teachers	Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline practices and restorative practices when students return from disciplinary action. Provide a campus monitor and two additional dedicated guest teachers at Katherine Johnson Middle School who will remain at the site if all positions are filled for extra intervention, relationship building, and additional support during emergency situations	EL,LI	\$1,301,114	\$1,281,210.15
3.42	Enhance School Culture and Climate - Encina	Provide resources, materials, and supplies to increase access to graduation, school, and athletic opportunities at Encina High	LI	\$65,340	\$18,953.07
3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Childcare services and family access to community resources for food, shelter, clothing, health, dental, adult education, employment to include bimonthly family events that connect isolated home based families to create support systems that include food, activities, and resources	EL,LI	\$884,340	\$815,785.88
3.44	Student Identity	Student identity clubs and activities provides opportunities for student listening sessions to amplify student concerns and needs and provides more opportunities to celebrate intersectional identity.	EL,LI	\$40,000	\$3,324.53

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.45	F.A.C.E. Parent/Family Support Ambassadors	Parent/Family Support Ambassador responsibilities to support districtwide family and community outreach and support, especially to students in middle and high school grade levels: <ul style="list-style-type: none"> • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events • Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed 	EL,LI,FY,HM	\$584,665	\$575,499.39
3.46	Family Education and Leadership Development	Family Education and Leadership Development staff responsibilities that align with the District Strategic Plan and 8-Point Commitment to Educational Justice: <ul style="list-style-type: none"> • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership • Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. 	EL,LI,FY,HM	\$61,740	\$32,009.02
3.47	Safety Support, Planning & Training	Safety positions to: <ul style="list-style-type: none"> - Provide resources and guidance to assist and investigate school and online incidents involving threats of harm - Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building - Provide instruction and monitor safety drills - Conduct site vulnerability and safety studies 	EL,LI	\$1,811,921	\$1,612,326.88

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.48	School Community and Family Partnerships	Full-time coordinator to: <ul style="list-style-type: none"> - Explore and vet partnerships and connect them with site and district opportunities - Purchase resources and materials to help promote partnership initiatives - Provide professional learning for staff, families, and community members around the power of partnerships - Pilot partnership programs at sites based on targeted needs - Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners - Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours 	EL,LI,FY,HM	\$135,766	\$116,340.78
3.49	San Juan Teacher Residency at Alder Graduate School of Education	Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars.	EL,LI	\$235,436	\$214,560.95
3.5	New Teacher Induction and Peer Assistance and Review (PAR)	Induction and PAR programs: <ul style="list-style-type: none"> - Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students - Foster collaboration, professional growth, and instructional excellence - Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students 	EL,LI	\$60,151	\$60,575.80
3.51	Pre-Induction Teacher On Special Assignment (TOSA)	TOSA supports include: <ul style="list-style-type: none"> - Intensive support to interns and untrained teachers to meet the learning needs of English learners and low-income students - Effective teaching practices to foster engagement, comprehension, and achievement - Support and mentorship with an experienced educator 	EL,LI	\$162,020	\$166,073.78
3.52	Fiscal Technician	Fiscal technician ensures management team (program specialists) is supported, and funds are allocated in alignment with funding guidelines to meet the specific needs of student groups generating funding.	EL,LI	\$61,730	\$66,309.62
3.53	System of Professional Growth (SPG) and Pre-Induction Support	Add peer facilitators and/or pre-induction facilitators to support veteran and brand new practitioners to reduce caseload of administrators, support process, and enhance the teaching and learning of students who most need high quality instruction.	EL,LI	\$253,219	\$255,996.79
3.54	Mentoring and Support	Mentoring and support to: <ul style="list-style-type: none"> - Provide targeted mentoring support to students from marginalized communities - Aid in data accrual around site based incidents of hate/discrimination/bias - Support staff and student efforts to appropriately navigate the challenges 	EL,LI	\$1,910,000	\$1,464,819.58

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Provide staff with access to educational opportunities and resources to further develop their equity lenses and expand their ability to support district learners.	EL,LI	\$146,060	\$77,183.58
3.56	Equity Personnel	Provide support to district employees with meeting the unique needs of Local Control Funding Formula (LCFF) priority students, stewarding the 8-Point Commitment, and making connections between the 8-point commitment, the state Local Control and Accountability Plan (LCAP) Metrics, and the California Department of Education's 5 Culturally Responsive Practices.	EL,LI	\$753,249	\$547,414.10
3.57	Campus Climate	Provide capacity-building opportunities for site leaders to recognize and celebrate student academic progress for all students, especially English learners, receive data collection resources, and support identity focused events such as Black Renaissance, Black Student Union (BSU) Kickoff, Pride Celebrations, Dia De Los Muertos, Cesar Chavez Youth Leadership Conference, and Adelante Conference 2025	EL,LI	\$100,000	\$25,261.82
3.58	Student Voice	Engage in student listening sessions to amplify student concerns and needs. Hold summits for students to discuss the equity work they have engaged in, identity clubs that support their efforts in creating spaces of belonging, and share their truth with adults in our system.	EL,LI	\$23,000	\$3,728.21
3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	TalkingPoints provides a two-way communication platform for staff and families to connect that provides advanced auto-translation features and ThoughtExchange provides a platform for community feedback	EL	\$71,834	\$56,850.00
4.01	Positive Behavioral Interventions and Supports	Provide support for classroom teachers through professional development of Positive Behavioral Interventions and Supports (PBIS), reward systems, and data review	AA, AS, HIS, SED, TOM, WH	\$161,242	\$154,218.14
4.02	Math Support	Support math instruction through professional development and targeted work with teachers to support math instruction	AA, AS, EL, SED, SWD, WH	\$130,650	-
4.03	English Language Arts Intervention	Provide differentiated small group support to students that struggle with reading	AA, AS, SED, WH	\$189,701	\$144,211.57
4.04	Behavior Support	Support behavior plans, monitor data, and run Tier 2 behavior interventions to promote successful behavior in the classroom	AA, AS, HIS, SED, TOM, WH	\$162,790	\$161,423.90
4.05	Social Emotional Support	Provide social emotional support in small groups and classrooms including restorative practices on campus	AA, AS, HIS, SED, TOM, WH	\$66,252	\$59,933.35
4.06	Refugee Specialist	Provide programs, coordinate outside supports, and bridge relationships with families to help improve student academic and social emotional experience	AA, AS, EL, HIS, SED, SWD, TOM, WH	\$107,366	\$101,753.98
4.07	English Language Arts Enrichment	Provide technology platforms to support students in learning English Language Arts	AA, AS, SED, WH	\$30,000	\$21,755.10
4.08	Math Enrichment	Provide technology platforms to support students in learning math	AA, AS, EL, SED, SWD, WH	\$15,000	\$2,537.25
4.09	Social Emotional Licences	Provide technology platforms to support students and classroom teachers with social emotional learning, reward systems, and data tracking	AA, AS, HIS, SED, TOM, WH	\$4,000	\$2,484.52
4.1	Guided Language Acquisition Design (GLAD)	Provide training, resources, materials, supplies, and planning time to help support the implementation of GLAD strategies to support students with vocabulary, reading, and writing	AA, AS, SED, WH	\$9,000	\$1,037.42

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
4.11	Math Training	Provide specific training to support math instruction for students in grades from Transitional Kindergarten to 2nd	AA, AS, EL, SED, SWD, WH	\$15,000	\$12,940.20
4.12	Superior Sports	Provide structured activities during lunch recess to teach, reinforce, and practice expectations of positive behavior	AA, AS, HIS, SED, TOM, WH	\$80,000	\$82,660.00
4.13	Behavior Incentives	Provide rewards and incentives to support the implementation of Positive Behavioral Intervention and Supports (PBIS)	AA, AS, HIS, SED, TOM, WH	\$7,516	\$7,512.80
4.14	English Language Arts Supplemental Supports	Provide supplemental reading tools and supplies to support classroom and small group intervention	AA, AS, SED, WH	\$15,000	\$14,515.60
5.01	Administrative Instructional Specialist (Vice Principal)	Focus on removing barriers to student learning by monitoring attendance, grades, and behavior with aligned supports as needed	AS, EL, HIS, HM, SED	\$195,025	\$186,426.58
5.02	Counselor	Monitor student progress towards A-G completion; provide individual academic and social emotional goal setting with support, and provide family connection to support student progress	EL, HM, AS, SED, HIS	\$126,974	\$133,303.80
5.03	Bilingual Instructional Assistants	Provide language and instructional support across content areas	AS, EL, HIS, SED	\$261,161	\$142,011.19
5.04	English Language Instructional Specialist	Conduct formative assessments, monitor student progress, and provide push-in/pull-out support as needed	AS, EL, HIS, SED	\$30,916	\$29,696.24
5.05	Advancement Via Individual Determination (AVID) Emerge	Support the AVID program to accelerate academic language acquisition	EL, AS	\$61,731	\$60,964.07
5.06	Refugees Empowering Peers (REP)	Provide refugee support, including education support, life skills training, and employment information	AS	\$25,000	\$25,000.00
5.07	After School Multilingual Tutoring	Provide Bilingual Instructional Assistants to support academic progress through after school tutoring	EL, HIS, SED	\$84,666	\$27,342.62
5.08	Social Emotional Learning Resources	Resources to support Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma informed practice	AS, EL, HM	\$10,843	-
6.01	Math Intervention	Two additional teachers to allow more students access to early intervention, specifically in math	AA, EL, SED	\$158,491	\$241,503.99
6.02	Instructional Assistants	Three additional Instructional Assistant I positions to allow for more small group, one-on-one, and differentiated instruction as well as support assessments	AA, AS, EL, SED, SWD, WH	\$57,185	\$82,842.56
6.03	Behavioral Team	Behavioral team to provide push-in support for students, collect data, and make/implement behavioral plans to minimize time spent out of the classroom and overall classroom disruptions	AA, EL, SED, AS, EL, SWD, WH	\$307,661	\$279,379.06
6.04	Campus Monitor	Support student behaviors through a push-in model to minimize time spent out of the classroom and overall classroom disruptions	AA, EL, SED, AS, EL, SWD, WH	\$90,508	\$84,843.11
6.05	Bilingual Instructional Assistant	Provide in-class support giving more access to English learner students in vocabulary and other elements throughout all content areas, specifically in math	AA, EL, SED	\$62,196	\$39,505.50
6.06	#N/A	#N/A	AA, EL, SED, AS, EL, SWD, WH	\$94,200	\$58,697.06

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
6.07	Attendance Clerks	Plan and implement programs to support attendance growth with school-wide programs that include goal setting, visuals, progress monitoring, home visits, resource alignment, and incentives to increase overall attendance and decrease chronic absenteeism	AS, EL, SWD, WH	\$14,124	\$23,340.69
6.08	Superior Sports	Superior Sports partnership to provide in school programs for students to increase engagement, appropriate social interactions, and a sense of belonging	AS, EL, SWD, WH	\$33,549	\$77,000.00
7.01	English Language Arts Intervention	Provide differentiated academic support to improve student academic achievement and provide extended learning opportunities	SWD, EL, Asian, White, Hisp, SED	\$151,171	\$367,577.11
7.02	Behavior Support	Provide behavior support and recess support services	AA, Asian	\$250,578	\$205,825.72
7.03	Math Intervention Support	Provide differentiated instruction to support various student academic needs at their instructional level.	SWD, AA, White, EL, SED, Asian	\$322,342	\$128,645.27
7.04	Social Emotional Support	Provide social-emotional support and school attendance intervention	EL, Hisp	\$82,555	\$743.48
8.01	Attendance Support	Work with students and families to improve attendance and provide incentives for student behavior to be on time to class every school day	AA, HM, TOM	\$298,426	\$319,775.52
8.02	Behavior Support	Provide professional development, Social Emotional Learning opportunities, and incentives to support student behavior	AA	\$255,205	\$216,588.49
8.03	Additional English Language Arts Support	Provide in-class support to students with language and/or learning barriers	AA, AS, EL, HIS, SED, SWD, WH	\$67,385	\$77,714.95
8.04	Additional Math Instructional Support	Provide additional staff for instructional support and professional development to improve instructional practices	AA, AS, EL, HIS, LTEL, SED, WH	\$67,385	\$4,612.30
8.05	English Language Development Classroom Support	Provide professional development and support for English Language Development classrooms to increase oral language	EL	\$43,121	-
9.01	Differentiated Instructional Support	Support various student language profiles and needs in core content classes specifically English and math	EL, SED	\$150,558	\$88,145.56
9.02	Intervention Support	Provide summer support for incoming and home visits for students in need of additional support, as well as providing alternatives to suspension through intervention that allows students to work on behavior lessons and return to class	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	\$112,103	\$92,666.65
9.03	English Language Arts Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for English Language Arts instruction	HIS, SED	\$98,226	\$95,582.51
9.04	Math Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for math instruction	SED	\$80,417	\$88,708.01
9.05	Academic Assessment Coordinator	Track assessment data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP)	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	\$131,434	\$121,279.50
9.06	Outside and Flexible Learning Environments	Outside learning spaces to engage learners with space to work in groups, provide for movement, and encourage student reflection	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	\$11,781	\$2,262.38
9.07	Extended Learning Time	Provide Instructional Assistants (IAs) to provide afterschool academic support for math and English Language Arts (ELA)	HIS, SED	\$70,000	-

2025 LCAP Goal/Action #	Action Title	Description	LCFF Priority Student Group (EL, LI, FY, HM)	Approved Budget (06/24/2025)	Expenditures and Encumbrances (as of 12.12.25)
10.01	Academic Intervention	Provide differentiated instruction to support identified student groups	EL, WH, SED	\$249,913	\$138,209.76
10.02	School Counselor	Provide Social-Emotional Learning support to identified student groups	AA, AS, EL, SED, WH, TOM	\$80,483	\$39,131.77
10.03	Field Trips (Extended Learning Opportunities)	Provide academic field trip experiences to support identified student groups	AA, AS, EL, SED, WH, TOM	\$31,922	\$5,429.00
10.04	Academic Tutoring	Provide differentiated instruction to support identified student groups	EL, WH, SED	\$95,000	\$4,200.00
11.01	Academic Intervention	Intervention teachers to provide targeted, small-group instruction to students struggling with math and literacy	EL, HIS, SED, WH	\$379,402	\$356,745.57
11.02	School Community Workers	Support on-time, daily attendance by identifying students in need of intervention and providing support, including site-level resources, district support, home visits and connection to resources available through community partnership	HIS	\$111,200	-
11.03	Instructional Assistant	Instructional Assistants (IAs) to provide individualized attention to close student achievement gaps, particularly in math and English Language Arts (ELA)	EL HIS, SED, WH	\$75,000	\$2,746.81
11.04	Technology	Chromebooks, iPads, and translators to support personalized learning in math and improve reading, writing, and comprehension skills by providing students with access to targeted support in areas like number sense, operations, and problem-solving in addition to digital literacy tools and apps designed to enhance phonics, vocabulary, and reading comprehension	EL HIS, SED, WH	\$100,000	\$638.03
11.05	Family Literacy Night	Host family engagement events to support English Language Arts (ELA) development, especially for students who may be struggling with reading and writing skills, by offering families practical strategies to support literacy at home	EL HIS, SED, WH	\$45,000	\$666.43
11.06	Curriculum and Supplemental Instruction	Provide supplemental curriculum to focus on building strong foundations in math concepts, reading, listening comprehension, and writing	EL HIS, SED, WH	\$75,000	\$1,007.91
11.07	Health and Safety	Invest in health and safety measures to create a more engaging, supportive school environment and promote school connectedness with families to support student attendance	HIS	\$25,739	\$93,960.00
				\$122,293,403	\$108,919,000.56

SUBJECT: Choices Charter School Mid-Year Local Control and Accountability Plan (LCAP) Update 2025-2026 (Oaxaca) - 7:45 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Report: The superintendent is recommending that the board hear a report regarding the Choices Charter School 2025-2026 LCAP mid-year update.

RATIONALE/BACKGROUND:

The 2024-2027 LCAP is a three-year plan that supports the continuous improvement of student performance within the eight state priorities, with an emphasis on English learner, low-income, and foster youth students. The LCAP is updated yearly based on a review of state and local data, input gathered from consulting with our educational partners, and research. The governing board adopted the Choices Charter School 2025-2026 LCAP on June 24, 2025. The LCAP mid-year update includes available mid-year data and exemptions related to metrics and actions in the 2025-2026 LCAP. Choices Charter School is now in year two of implementing that plan, and this mid-year update reflects work completed to date. The presentation demonstrates:

- Choices provides an effective alternative learning environment through flexibility, strong technology support, proactive outreach, a safe and inclusive culture, and diverse course offerings.
- Despite entering with credit deficiencies, students demonstrate rapid academic growth, with most graduating within five years.
- Student proficiency aligns with statewide levels in ELA and Science; Mathematics remains a growth area with improving outcomes.
- Student and parent satisfaction rates approach 100 percent, with family referrals driving enrollment.
- Choices is on track with LCAP implementation and has met many 2026–2027 performance targets.

ATTACHMENT(S):

1. [Choices Mid-Year LCAP 25-26 Presentation](#)
2. [Choices LCAP Successes Challenges Areas for Growth](#)
3. [Choices LCAP Dashboard Indicators](#)
4. [Choices LCAP Metrics Data](#)
5. [Choices LCAP Goals Actions Expenditures](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 06/24/2025

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

Current Budget: \$981,447.37

Funding Sources: Base, Supplemental and Categorical Funds

PREPARED BY:

Brent Givens, School Director, Choices Charter School
Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY:

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



Local Control and Accountability Plan (LCAP) 2025-26 Mid-Year Update

Presented to Board of Education
February 10, 2026



1

Agenda

This update includes:

- School Profile
- LCAP Process
- Metrics and Data
- Next Steps
- Discussion



2

School Profile – Who Are We?

- A free public charter school authorized by San Juan Unified
- Independent study charter school w/ online curriculum & optional in-person support classes
- We serve 6th – 12th grades with approx. 275 students
- Small campus / positive & safe climate
- Fully accredited by WASC (6-year term)
- Full course catalog with A-G, AP, Honors, CTE & elective courses



3

School Profile – Successes

Successes

- Choices educates all students in an equitable manner.
- Choices students typically enroll with deficiencies in skills and credits but grow academically while at CCS and graduate within five years.
- Choices students are engaged in their education.
- Choices students feel safe and cared for, and most report experiencing less anxiety since they enrolled.



4

School Profile – Areas for Growth

Areas for Growth

- College Career Indicator (College & Career Readiness)
- Math CAASPP Scores (Math Proficiency)
- Graduation Rate



5

School Profile – Looking Forward

- Adapt curriculum to remove barriers and ensure accessibility
- Provide tutoring, counseling, and tech support
- Refine Tiered Re-engagement Framework pilot
- Increase dual enrollment in college courses
- Expand college visits to include vocational schools
- Offer credit recovery summer school



6

LCAP Process – Educational Partner Engagement

Choices promotes community engagement through collaboration with the following educational partners:

- Advisory council
- Family focus groups
- Parents and students
- School leadership team
- School staff
- San Juan Unified



7

LCAP Process – Areas of Focus

Choices LCAP goals are aligned with San Juan Unified and our focus areas are as follows:

Goal 1 – Student Achievement and Implementation of State Standards

Goal 2 – Student Engagement and Course Access

Goal 3 – School Conditions, Climate, and Family Engagement



8

LCAP Process – Budget Overview

Funding Source	As Adopted in 2025–26 Budget Overview for Parents
Total LCFF Base Funds	\$3,415,812
LCFF Supplemental	\$299,081
LCFF Concentration Grant	\$0
All Other State Funds	\$423,693
All Local Funds	\$22,127
All Federal Funds	\$0
Total Projected Revenue	\$3,861,632
Total Budgeted General Fund Expenditures	\$3,584,048



9

LCAP Process – Expenditure Update

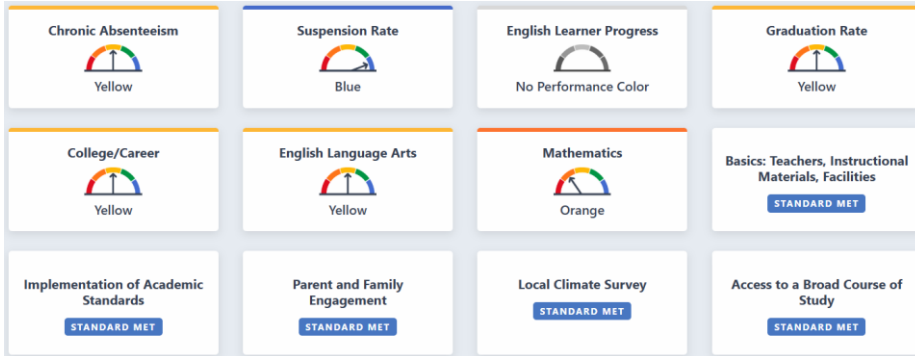
Approved LCAP Budget As of 6/24/25	LCAP Expenditures as of 1/23/26
Goal #1 = \$533,417	\$232,664
Goal #2 = \$293,607	\$126,451
Goal #3 = \$154,424	\$71,760
Total Budgeted = \$981,447	Total Spent = \$430,875



10

Metrics & Data – CA Dashboard

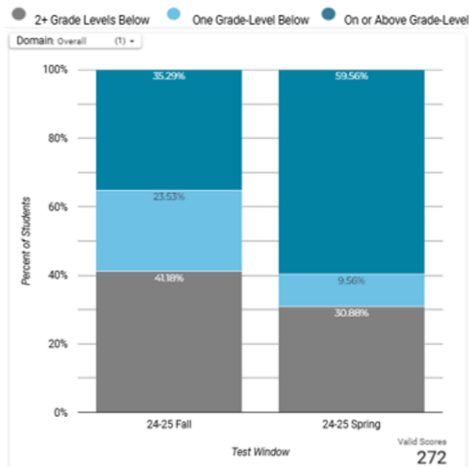
Performance indicators from the California School Dashboard released on November 13th, 2025.



11

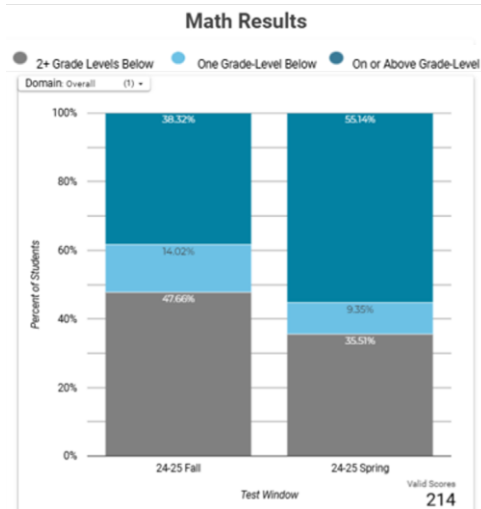
Metrics & Data – i-Ready Reading

Reading Results



12

Metrics & Data – i-Ready Math



13

Metrics & Data

Attachments:

- 2: 2025 Successes & Challenges/Areas of Growth
- 3: 2025 CA School Dashboard School Indicator Results
- 4: 2025–26 LCAP Metrics and Data
- 5: LCAP Goals, Actions, and Expenditures



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Next Steps

Analyze:

- Identify educational partner key themes
- Review state and local data
- Review state laws and requirements



Revise:

- Develop new goals to align with state requirements
- Refine actions to align with goals and metrics
- Target funds strategically

Present:

- Present plan to Advisory Committee review and comment
- Present plan to local governing board at a public hearing for review, comment, and adoption



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Board Discussion

Questions?

Thank you for your support!



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Attachment 2: Successes & Areas for Growth

Successes

1) Choices educates all students in an effective and equitable manner.

A. 2025 **CAASPP** and **ELPAC** scores of CCS's All Students and Student Subgroups demonstrate that Choices' educational program is both *effective and equitable*:
<https://www.caschooldashboard.org/>

- **CCS All Students (AS):**
 - ✓ Progressed from Orange to Yellow on the CA School Dashboard in English Language Arts, *performing at the same level as students across CA.*
 - ✓ Progressed from Red to Orange on the CA School Dashboard in Mathematics, as students regained missing skills and learned to use them in more complex ways.
 - ✓ Maintained proficiency level in Science, landing in the Yellow category on the CA School Dashboard, *matching the proficiency level of students across CA.*
- **CCS Socioeconomically Disadvantaged Students (SED):**
 - ✓ Progressed two levels from Red to Yellow on the CA School Dashboard in English Language Arts, *performing at the same level as Choices' AS & SED across CA.*
 - ✓ Progressed from Red to Orange on the CA School Dashboard in Mathematics, *performing at the same level as Choices' AS.*
 - ✓ Maintained proficiency level in Science (DFS maintained; no color coding available), *performing at approximately the same DFS as Choices' AS and SED across CA.*
- **CCS Students with Disabilities (SWD):**
 - ✓ Maintained proficiency in English Language Arts (DFS increased only slightly; no color coding available)
 - ✓ Increased proficiency in Mathematics (DFS decreased; no color coding available)
 - ✓ Maintained proficiency in Science (science points increased slightly; no color coding available) and *approximately matched the proficiency points of SWD across CA.*
- **CCS English Learners (EL)**
 - ✓ Maintained the percentage of students making progress toward English Language Proficiency (ELP) (declined only slightly; no color coding available).

2025 Choices Charter School CAASPP / ELPAC Data

Student Group	Maintained or Progressed			Performance Aligned with Choices' All Students			Performance Aligned with Corresponding Student Group in CA		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
All Students	✓	✓	✓				✓		✓
Socio- Economically Disadvantaged Students	✓	✓	✓	✓	✓	✓	✓		✓
Students With Disabilities	✓	✓	✓						✓
English Learners		✓ ELP							

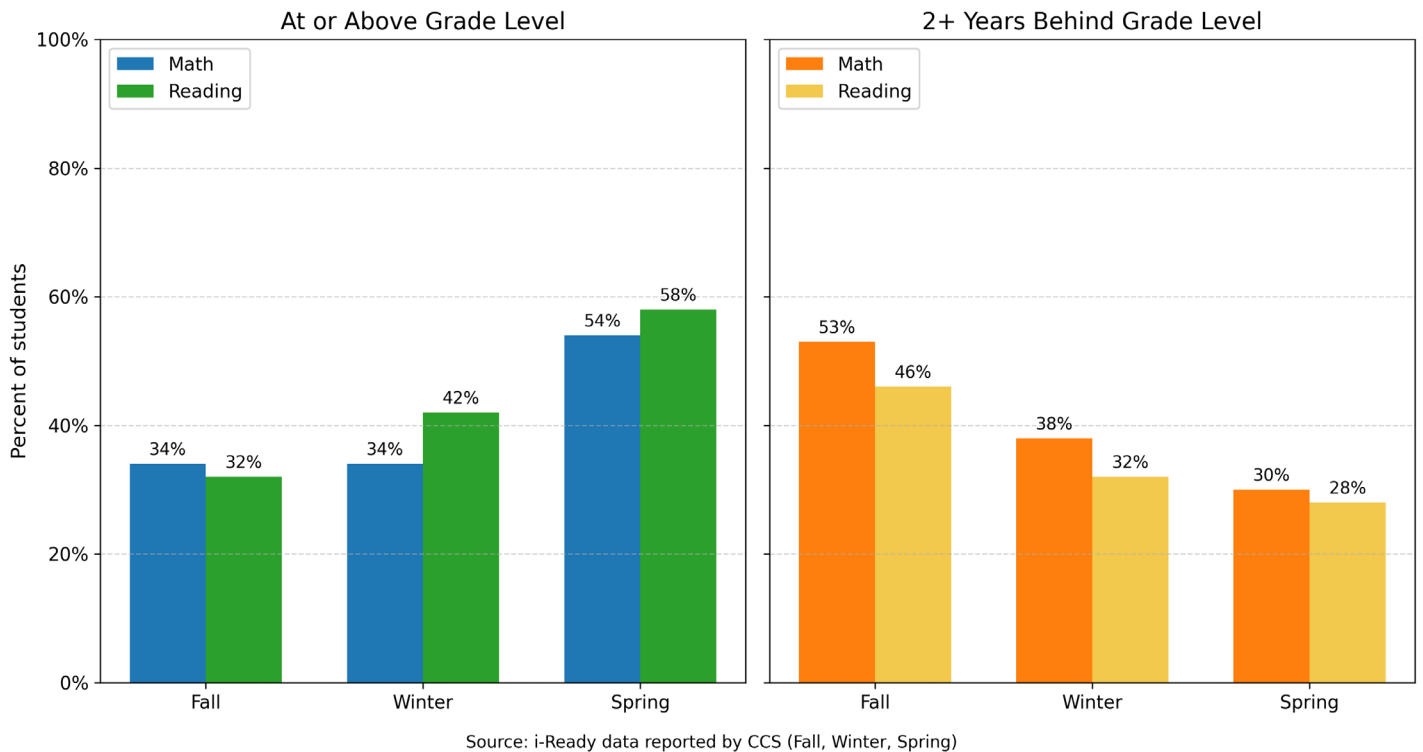
B. 2025 **Student Satisfaction Survey** results confirm the *equitability* of the program:

- 98% of students report that the program serves all students in an equitable (fair, unbiased, non-discriminatory) fashion.
- 99% of students feel accepted and included.

2) Choices students typically enroll with deficiencies in skills and credits but grow academically while at CCS and graduate within five years.

- A. 2024-25 **iReady data** demonstrates significant *academic growth* experienced by Choices students after just one or two semesters of continuous enrollment. <https://login.i-ready.com/>
- A greater percentage of students perform at or above grade level:
 - ✓ Math: 34% in Fall vs. 34% in Winter vs. 54% in Spring
 - ✓ Reading: 32% in Fall vs. 42% in Winter vs. 58% in Spring
 - Fewer students perform at two or more years behind grade level:
 - ✓ Math: 53% in Fall vs. 38% in Winter vs. 30% in Spring
 - ✓ Reading: 46% in Fall vs. 32% in Winter vs. 28% in Spring

2024–25 Choices Charter School — Academic Growth of Continuously Enrolled Students (i-Ready)



- B. The 2025 Graduation Rate is significantly lower than that of the state but shows that most CCS students do graduate within five years. <https://www.caschooldashboard.org/>
- CCS GR = 71%, State of California GR = 88%

3) Choices students are engaged in their education.

- A. The 2024-25 **Chronic Absenteeism (CA)** rate reflects a declining percentage of student disengagement; CCS's current rate has outpaced the state average for this metric. <https://www.caschooldashboard.org/>
- CCS CA = 12%, State of California CA = 17%
- B. 2024-25 **Expulsion Rate (ER)** data demonstrates that, like throughout the state, Choices students are rarely expelled. <https://dq.cde.ca.gov/dataquest/>
- CCS Expulsion Rate has been 0% for more than a decade.
 - CCS ER = 0%, State of California ER = 0%

- C. 2024-25 **Suspension Rate (SR)** data demonstrates that Choices students are rarely suspended; Choices outperforms the state on this metric. <https://www.caschooldashboard.org/>
- CCS Suspension Rate has been 0%/Blue for each year that a rating has been available on the California School Dashboard since its inception in 2017.
 - CCS SR = 0%, State of California SR = 4%

4) Choices students feel safe and cared for, and most report experiencing less anxiety since they enrolled.

- A. Data from the 2025 **Student School Satisfaction Survey** and the 2025 **Students with Disabilities Attitude Survey** demonstrates that students feel safe, cared for, and less anxious while they learn.
- 100% of AS and 97% of SWD report that they feel safe on campus.
 - 99% of AS feel that the Choices staff is caring and responsive to student needs.
 - 59% of AS and 72% of SWD report that they have experienced less anxiety since enrolling at Choices.

Areas for Growth:

1) College Career Indicator (College & Career Readiness)

- A. Because Choices students often face more obstacles to their academic success than their peers, most prefer to pursue a more gradual approach to college and career, choosing to continue to community college, vocational school, or directly to the work force after graduation. These options do not require students to participate in most of the activities that would qualify them as “Prepared” on the Dashboard. Though this reality limits CCS’s ability to match state CCI averages, CCS acknowledges the need for improvement and is committed to fostering growth in this area.

2) Math CAASPP Scores (Math Proficiency)

- A. Mathematics remains a persistent challenge for Choices students, who frequently enroll with significant skill gaps. Although recent i-Ready data demonstrates rapid skill development following enrollment, this progress is not consistently reflected in CAASPP results. CCS will continue to implement strategies aimed at sustaining long-term math growth and achievement.

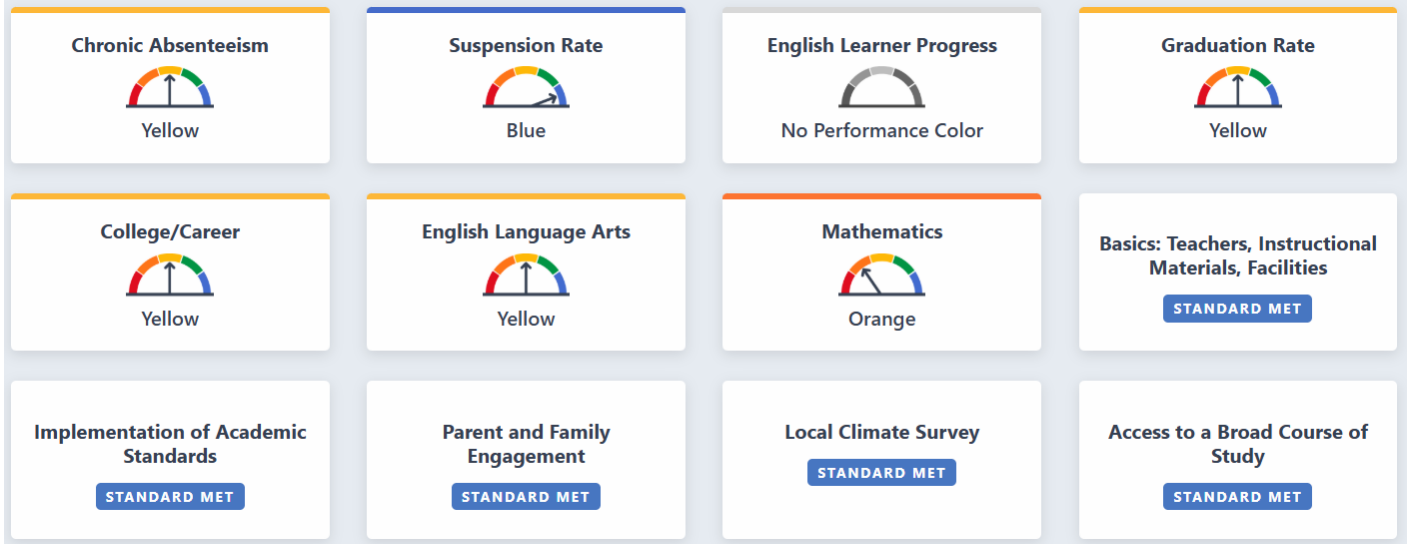
3) Graduation Rate

- A. Choices students typically enroll with credit deficiencies, often after facing difficulties at previous schools. While most remain enrolled and graduate, some require extended time beyond five years, and others choose alternative paths such as high school equivalency exams, community college enrollment, or workforce entry. These factors impact CCS’s ability to match state graduation rates. To address this, CCS is expanding programs and processes designed to support credit-deficient students in earning their diplomas.

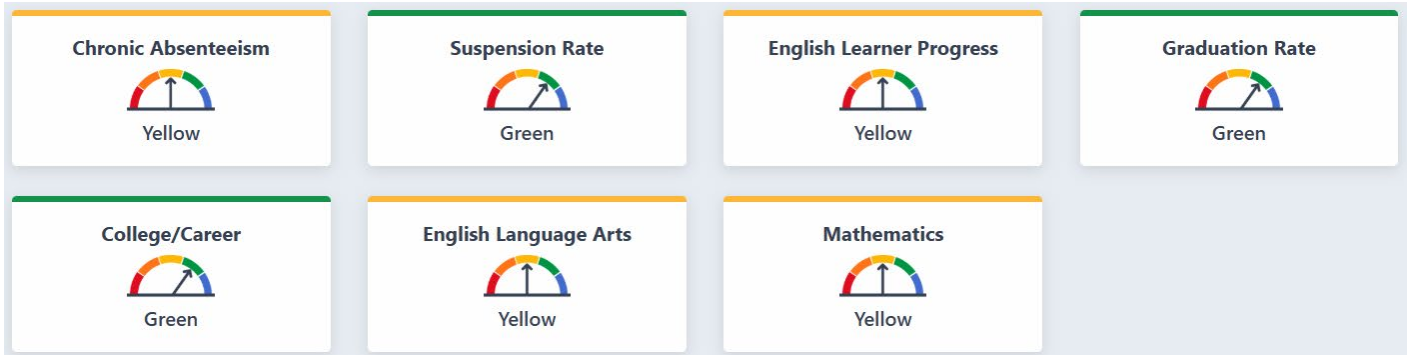


Attachment 3: 2025 California School Dashboard Data

San Juan Choices Charter School



State of California



In Summary:

- **Chronic Absenteeism** dropped by 8 percentage points since 2024. For several years, Choices' rate was nearly the same as the state's, but in 2025, Choices reached 12%, which outpaces California's 17% and is similar to pre-pandemic levels.
- **Suspension Rates** remain consistently low and are in the Blue category.
- The **Graduation Rate**, which was unusually low in 2024, improved significantly in 2025, rising two levels from Red to Yellow.
- The **College/Career Indicator** also increased from Red in 2024 to Yellow in 2025, showing strong improvement in the percentage of students graduating prepared for college or career paths.
- **English Language Arts proficiency** rose from Orange to Yellow in 2025, with Choices students performing at the same level as students across the San Juan Unified School District.
- **Mathematics proficiency** increased from Red to Orange in 2025 as students regained missing skills and learned to use them in more complex ways.
- All **Local Indicators** meet California standards.

CCS's strong results show that students at Choices are well supported and receive a high-quality education. The campus is clean and safe, while the school culture is respectful and nurturing. The online curriculum addresses academic standards, and the teachers are experts in facilitating and supporting independent study. Students are engaged in their learning, achieve academic success, and are rarely suspended or expelled. Even though many students arrive with credit deficiencies, most graduate in four or five years and feel well prepared for the next steps in their lives.

Performance of Student Subgroups

CCS's largest student subgroups are Socioeconomically Disadvantaged Students (SED), who make up approximately **46%** of total enrollment, and Students with Disabilities (SWD), who comprise **19%** of the school population.

Socioeconomically Disadvantaged Students:

In 2025, SED aligned with All Students in:

- Chronic Absenteeism
- Suspension Rate
- English Language Arts proficiency
- Mathematics proficiency

The same group unfortunately lagged behind All Students in the Graduation Rate and College/Career Preparedness.

Students with Disabilities:

In 2025, SWD aligned with *or outpaced* All Students in:

- Graduation Rate (outpaced)
- Suspension Rate

SWD lagged behind All Students in Chronic Absenteeism, College/Career Preparedness, English Language Arts proficiency, and Mathematics proficiency.

Though Choices' largest student subgroups demonstrate that CCS provides an equitable education to all on many accounts, data does point to a need to more effectively engage Socioeconomically Disadvantaged Students in the timely completion of high school and preparation for next steps and to more effectively engage Students with Disabilities in academic achievement and college and career planning.

In 2026 and Beyond:

To promote additional academic progress, Choices plans to:

- **Optimize curriculum** to ensure that course content is accessible to all students.
- Support students and their families through **tutoring services, counseling, and technology assistance**.
- Grow **dual enrollment** in American River College classes.
- Expand field trips to include **community college, university, and vocational school** campuses.
- Support students with credit deficiency through **Credit Recovery** Summer School.
- Implement a new **Tiered Re-engagement Framework** that encourages swift and equitable outreach when students are struggling and employs a formalized approach to support parents as they navigate online curriculum systems.



Attachment 4: LCAP Metrics & Data

Choices Charter School has already met or exceeded Desired Outcomes for 2026-2027 in:

- **Reading Growth (i-Ready):** All Students
- **Math Proficiency (CAASPP):** All Students & Socioeconomically Disadvantaged Students
- **Annual Positive Attendance Percentage:** All Students
- **Chronic Absenteeism Rate:** All Students & Socioeconomically Disadvantaged Students
- **Student & Parent Satisfaction (Safety, Equity, Inclusivity, Support, Communication, Facility, & Staffing):** All Students
- **Suspension Rate:** All Students & Socioeconomically Disadvantaged Students
- **Expulsion Rate:** All Students
- **All Local Indicators:** All Students

Goal 1

Goal Description
Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	i-Ready / Math / All Students: Change in percentage of students who scored two or more grade levels behind, Fall vs. Winter administrations.	Fall 2022 Favorable Growth: 16% points	Fall 2023 Favorable Growth: 9% points	Fall 2024 Favorable Growth: 15% points	Fall 2024 Favorable Growth: 15% points	Favorable Growth of 19%+ points
1.2	i-Ready / Math / All Students: Change in percentage of students who scored at or above grade level, Fall vs. Winter administrations.	Fall 2022 Favorable Growth: 7% points	Fall 2023 Favorable Growth: 7% points	Fall 2024 Favorable Growth: 0% points	Fall 2024 Favorable Growth: 0% points	Favorable Growth of 10%+ points
1.3	i-Ready / Reading / All Students: Change in percentage of students who scored two or more grade levels behind, Fall vs. Winter administrations.	Fall 2022 Favorable Growth: 4% points	Fall 2023 Favorable Growth: 1% points	Fall 2024 Favorable Growth: 14% points	Fall 2024 Favorable Growth: 14% points	Favorable Growth of 7%+ points
1.4	i-Ready / Reading / All Students: Change in percentage of students who scored at or above grade level, Fall vs. Winter administrations.	Fall 2022 Favorable Growth: 0% points (no change)	Fall 2023 Favorable Growth: 1% points	Fall 2024 Favorable Growth: 10% points	Fall 2024 Favorable Growth: 10% points	Favorable Growth of 3%+ points
1.5	CAASPP / Math SBA / All Students (California School Dashboard): Points above or below standard	2023: 115 points below	2024: 114 points below	2025: 106 points below	2025: 106 points below	112 (or fewer) points below
1.6	CAASPP / Math SBA / SED (California School Dashboard): Points above or below standard	2023: 138 points below	2024: 142 points below	2025: 126 points below	2025: 126 points below	135 (or fewer) points below
1.7	CAASPP / ELA SBA / All Students (California School Dashboard): Points above or below standard	2023: 19 points below	2024: 45 points below	2025: 32 points below	2025: 32 points below	16 (or fewer) points below
1.8	CAASPP / ELA SBA / SED (California School Dashboard): Points above or below standard	2023: 36 points below	2024: 70 points below	2025: 46 points below	2025: 46 points below	33 (or fewer) points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	CAASPP / CAST / All Students (CAASPP): Percentage of students who met or exceeded standard	2023: 32%	2024: 23%	2025: 17%	2025: 17%	35%+
1.10	CAASPP / CAST / SED (CAASPP): Percentage of students who met or exceeded standard	2023: 29%	2024: 21%	2025: 14%	2025: 14%	32%+
1.11	ELPAC / EL (California School Dashboard): Percentage of students making progress towards English language proficiency	2023: 33%	2024: 36%	2025: 33%	2025: 33%	35%+
1.12	CCI / All Students (California School Dashboard): Percentage of students prepared for college and career	2023: 11%	2024: 4%	2025: 10%	2025: 10%	14%+
1.13	CCI / SED (California School Dashboard): Percentage of students prepared for college and career	2023: 7%	2024: 4%	2025: 5%	2025: 5%	10%+
1.14	Implementation of Academic Standards: School measurement of progress in implementing state academic standards (California School Dashboard): Met or Not Met	2023: Met	2024: Met	2025: Met	2025: Met	Met

Goal 2

Goal Description
Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Annual Positive Attendance Percentage / All Students	2022-23: 93%	2023-24: 94%	2024-25: 97%	2024-25: 97%	95%
2.2	Chronic Absenteeism Rate / All Students (California School Dashboard): Percentage chronically absent	2023: 24%	2024: 20%	2025: 12%	2025: 12%	21% or lower
2.3	Chronic Absenteeism Rate / SED (California School Dashboard): Percentage chronically absent	2023: 31%	2024: 27%	2025: 15%	2025: 15%	28% or lower
2.4	5-Year Graduation Rate / All Students (California School Dashboard): Percentage of students who graduated in four or five years	2023: 73%	2024: 40%	2025: 72%	2025: 72%	76%+
2.5	5-Year Graduation Rate / SED (California School Dashboard): Percentage of students who graduated in four or five years	2023: 74%	2024: 37%	2025: 65%	2025: 65%	77%+
2.6	Access to a Broad Course of Study: School measurement about the extent to which students have access to, and are enrolled in, a broad course of study (California School Dashboard): Met or Not Met	2023: Met	2024: Met	2025: Met	2025: Met	Met

Goal 3

Goal Description
School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Safety / All Students (Student School Satisfaction Survey): Percentage of students who feel safe at Choices	2023: 98%	2024: 97%	2025: 100%	2025: 100%	90%+
3.2	Equity / All Students (Student School Satisfaction Survey): Percentage of students who feel that the CCS program is equitable	2023: 95%	2024: 100%	2025: 98%	2025: 98%	90%+
3.3	Inclusivity / All Students (Student School Satisfaction Survey): Percentage of students who feel accepted and included at Choices	2023: 94%	2024: 97%	2025: 99%	2025: 99%	90%+
3.4	Support / All Students (Student School Satisfaction Survey): Percentage of students who feel that the staff is caring and responsive to student needs	2023: 97%	2024: 100%	2025: 99%	2025: 99%	90%+
3.5	Communication / All Students (Parent School Satisfaction Survey): Percentage of parents who feel satisfied with their ability to communicate with the school	2023: 100%	2024: 100%	2025: 98%	2025: 98%	90%+
3.6	Facility / All Students (All Parents) (Parent School Satisfaction Survey): Percentage of parents who feel that the facility meets the needs of the school	2023: 98%	2024: 100%	2025: 100%	2025: 100%	90%+
3.7	Staffing / All Students (All Parents) (Parent School Satisfaction Survey): Percentage of parents who feel that the school provides	2023: 99%	2024: 100%	2025: 100%	2025: 100%	90%+

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	adequate staffing to support the program					
3.8	Suspension Rate / All Students (California School Dashboard): Percentage of students suspended for at least one day	2022-23: 0%	2024: 0%	2025: 100%	2025: 100%	Less than 4% (Statewide Average)
3.9	Suspension Rate / SED (California School Dashboard): Percentage of students suspended for at least one day	2022-23: 0%	2024: 1%	2025: 0%	2025: 0%	Less than 5% (Statewide Average)
3.10	Expulsion Rate / All Students (DataQuest): Percentage of students expelled from the school	2022-23: 0%	2024: 0%	2025: 0%	2025: 0%	0%
3.11	Expulsion Rate / SED (DataQuest): Percentage of students expelled from the school	2022-23: 0%	2024: Data Suppressed	2025: Data Suppressed	2025: Data Suppressed	0%
3.12	Basics: Teachers, Instructional Materials, Facilities: Percentage of appropriately assigned teachers. School measurement of students' access to curriculum-aligned instructional materials and safe, clean, and functional school facilities. (California School Dashboard): Met or Not Met	2023: Met	2024: Met	2025: Met	2025: Met	Met
3.13	Parent and Family Engagement: School measurement of its ability to build relationships between school staff and families, build partnerships for student outcomes, and seek input for decision-making. (California School Dashboard): Met or Not Met	2023: Met	2024: Met	2025: Met	2025: Met	Met
3.14	Local Climate Survey: School measurement of student perceptions of school safety and connectedness. (California School Dashboard): Met or Not Met	2023: Met	2024: Met	2025: Met	2025: Met	Met



Attachment 5: LCAP Goals, Actions, Expenditures

Goal / Action Title	Total Funds Budgeted	Mid-Year Expenditures
Goal 1: Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.		
Academic Support Services	\$332,420.30	\$152,523.50
College & Career Services	\$63,339.20	\$12,358.00
Professional Development	\$32,952.35	\$15,614.05
Support for Students with Disabilities	\$104,705.20	\$52,168.20
Total for Goal 1	\$533,417.05	\$232,663.75
Goal 2: Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.		
Programs that Engage Students in Education	\$6,984.01	\$3,492.01
Coursework that Engages Students in Education	\$231,022.20	\$96,193.50
Extracurricular Activities that Engage Students in Education	\$51,186.35	\$24,558.63
Activities that Engage Students with Disabilities in Education	\$4,413.95	\$2,206.98
Total for Goal 2	\$293,606.51	\$126,451.12
Goal 3: School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.		
School Conditions that Support Student Success	\$45,092.38	\$22,546.19
Aspects of School Climate/Culture that Support Student Success	\$39,889.48	\$19,944.74
Activities that Promote Family Engagement	\$55,653.40	\$22,374.58
Activities that Support Students with Disabilities	\$13,788.55	\$6,894.28
Total for Goal 3	\$154,423.81	\$71,759.79
Total for All Goals/Actions	\$981,447.37	\$430,874.66

SUBJECT: Proposed New and Revised Board Policies Aligned with Updates to Education Code 234.7 (Oaxaca) - 7:55 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss newly proposed board policies and board policy revisions related to updates to Education Code 234.7 (as amended by Assembly Bill 495 [2025], Senate Bill 98 [2025], and Assembly Bill 49 [2025]), and other Education and Government Code updates:

1. Board Policy 1445 Response to Immigration Enforcement (new)
2. Board Policy 5145.13 Response to Immigration Enforcement (retire via Resolution No. 4252)
3. Board Policy 0450 Comprehensive Safety Plan (new)
4. Board Policy 1340 Access to District Records (revisions)
5. Board Policy 5125 Student Records (revisions)
6. Board Policy 5125.1 Release of Directory Information (revisions)

Action anticipated: 02/24/2026.

RATIONALE/BACKGROUND:

The proposed new Board Policy 1445 Response to Immigration Enforcement incorporates recent updates in Education Code 234.7 (amended by Assembly Bill 495 [2025] and Senate Bill 98, [2025]) as well as other Education and Government Codes that have recently been updated. The new policy also incorporates practices currently in place in San Juan Unified that were reflected in Board Policy 5145.13 which would be retired. The proposed new policy reinforces the district's commitment to ensure that all students, staff, and families are welcome irrespective of their citizenship or immigration status. Further, it provides specific guidance on how the district will respond if there are immigration enforcement actions or requests for information regarding immigration status or related request.

The amended Education Code 234.7 indicates that all related polices should be updated by March 1, 2026.

The proposed new Board Policy 0450 Comprehensive Safety Plan incorporates recent updates in Education Code 234.7 (amended by Assembly Bill 495 [2025] and Senate Bill 98 [2025]) as well as other Education and Government Codes. The new policy aligns with current district practice and Board Policy 3515.03 School Safety and Security, and provides specific guidance on how our district develops and maintains Comprehensive Safety Plans.

The proposed revisions to the following policies BP 1340 Access to District Records, BP 5125 Student Records, and BP 5125.1 Release of Directory Information incorporates recent updates in Education Code 234.7 (amended by Assembly Bill 495 [2025] and Senate Bill 98 [2025]) as well as other Education and Government Codes recently updated related to respective board policies. Staff has reviewed these board policies and is recommending revisions to each of the policies to specify district response to requests for information and records in alignment with current district practices and new updated Education code and law.

ATTACHMENT(S):

1. [New Board Policy 1445 Response to Immigration Enforcement](#)
2. [Retire Board Policy 5145.13 Response to Immigration Enforcement and Resolution No. 4252](#)
3. [New Board Policy 0450 Comprehensive Safety Plan](#)
4. [Revised Board Policy 1340 Access to District Records](#)
5. [Revised Board Policy 5125 Student Records](#)
6. [Revised Board Policy 5125.1 Release of Directory Information](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 12/01/2026, 01/20/2026, 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Brian T. Ginter, Director, Admissions and Family Services
Michael Jones, Director, Safe Schools
Raj Rai, Director, Communication
F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services

APPROVED BY:

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

Policy 1445: Response To Immigration Enforcement

Status: New

Original Adopted Date: | Last Reviewed Date:

The governing board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

- 1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)*
- 2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)*
- 3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:*
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)*
 - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)*
- 4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a*

nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The superintendent or designee shall report to the board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

- 1. Education records of or any information about a student or a student's family or household*
- 2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information*
- 3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring*

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law and board policy, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or

religious beliefs and their rights related to immigration enforcement.

The superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

- 1. Education records of or any information about a student or a student's family or household*
- 2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information*
- 3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring*

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other board policies and administrative regulations required by Education Code 234.7.

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 06/11/2019 | Last Reviewed Date: 06/11/2019

~~The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.~~

~~District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code section 234.7)~~

~~No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code sections 200, 220, 234.1)~~

~~The superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code section 234.7)~~

~~Consistent with requirements of the California Office of the Attorney General, the superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.~~

~~The superintendent or designee shall report to the board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)~~

**SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4252**

**RESOLUTION RETIREMENT OF BOARD POLICY AND ADOPTION OF NEW
BOARD POLICY OF THE GOVERNING BOARD OF THE
SAN JUAN UNIFIED SCHOOL DISTRICT**

WHEREAS the governing board of the San Juan Unified School District has decided to retire Board Policy 5145.13 Response to Immigration Enforcement and related Administrative Regulation, and

WHEREAS, as a result of said retirement of Board Policy 5145.13 and related Administrative Regulation, it will be necessary to adopt a new board policy:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the following foregoing recitals is true and correct.
2. That updated Education and Government Codes require board policy addressing the district response to immigration enforcement.
3. That new Board Policy 1445 Response to Immigration Enforcement and related Administrative Regulation fulfill this obligation and address the district response to immigration enforcement.

PASSED AND ADOPTED by the governing board of San Juan Unified School District this _____ day of _____, 2026, by the following vote:

AYES: ____

NOES: ____

ABSTAIN: ____

ABSENT: ____

SAN JUAN UNIFIED SCHOOL DISTRICT

By: _____

Tanya Kravchuk, President

San Juan Unified School District

Board of Education

ATTESTED TO:

By: _____

Nick Bloise, Clerk

San Juan Unified School District

Board of Education

Policy 0450: Comprehensive Safety Plan

Status: New

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

The governing board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others. The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the board for approval. (Education Code 32286, 32288)

The board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the superintendent or designee in accordance with Education Code 32281. In developing such strategies, the superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

Should the board request to review the tactical response plan, they may meet in closed session to confer with law enforcement officials. (Education Code 32281)

Safety Plan(s) Access and Reporting

The superintendent or designee shall ensure that an updated file of all safety-related plans and materials

is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Reviewed Date: 06/09/1992

*Within the requirements of the law, a*Any person shall have reasonable access, during normal business hours, to the public records of the schools and district. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or board member's personal device or account. Employees and *board members* will make public information and documents available within the guidelines which have been established to ensure orderly dissemination without diverting human and financial resources from other programs and activities for which the school district exists.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act, *or other state* ~~any state or law, or~~ *federal law*.

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 11/17/2020 | Last Reviewed Date: 11/17/2020

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

The superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing board policy and administrative regulation regarding student records. (5 CCR 431).

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code section 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement. No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the superintendent. The superintendent shall report the request to the board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for

purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5) ~~No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the superintendent. The superintendent shall report the request to the board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7) The superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such as list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code section 8310.3)~~

Student Records from Social Media

The superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records ~~Contract for Digital Storage, Management, and Retrieval of Student Records~~

The superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Policy 5125.1: Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 11/17/2020 | Last Reviewed Date:
11/17/2020

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, board policy, and administrative regulation.

The superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with board policy and administrative regulation.

The superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. (Education Code section 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to ~~directory information. Military recruiters shall have access to~~ a student's name, address, *email address* and telephone number, unless the parent/guardian, *or the student, if the student is 18 years of age or older*, has ~~specified that the information not be released in accordance with law and administrative regulation requested that such information not be released. (10 USC 503, 20 USC 7908) (20 USC 7980; 10 USC 503; Education Code section 49603)~~

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code section 49073)

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

AGENDA ITEM: G.4

MEETING DATE: 02/10/2026

SUBJECT: Resolution Reducing or Discontinuing Certain Classified Services (Thigpen) - 8:10 p.m.

DEPARTMENT: Human Resources

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss the adoption of Resolution No. 4245, reducing or discontinuing certain classified positions effective June 30, 2026, because of lack of work and/or lack of funds. Action anticipated: 02/24/2026.

RATIONALE/BACKGROUND:

As a result of the need to align district programs and services with available funding, certain kinds of services rendered by classified employees have been identified to be reduced or discontinued because of lack of work or lack of funds as identified in Exhibit "A" attached.

ATTACHMENT(S):

1. [Resolution No. 4245](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY: Daniel Thigpen, Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 4245**

**RESOLUTION REDUCING OR DISCONTINUING CERTAIN CLASSIFIED
SERVICES BEFORE THE GOVERNING BOARD OF THE
SAN JUAN UNIFIED SCHOOL DISTRICT**

WHEREAS the governing board of the San Juan Unified School District has decided to reduce or discontinue certain classified services of the district as of June 30, 2026, and

WHEREAS, as a result of said reduction or discontinuation of classified services, it will be necessary to decrease the number of classified employees in the district:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. All of those positions listed in Exhibit "A" which is attached and incorporated herein by reference shall be reduced or discontinued effective June 30, 2026, in the amounts as set forth in Exhibit "A."
3. The Chief of Human Resources or designee is authorized to send notices to affected classified employees that due to lack of work or lack of funds, certain services now being provided by the district will be reduced or discontinued to the extent as set forth in Exhibit "A."

PASSED AND ADOPTED by the governing board of the San Juan Unified School District this ____day of _____, 2026, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, Clerk of the governing board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____ day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING AND DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A - CLASSIFIED

Classified Management	FTE Reduced
Behavior Support Specialist	3
Subtotals	3

Classified Non-Management	FTE Reduced
Behavior Support Assistant	3
Adm&Fam Services Technician	1
Bilingual Translator, Spanish	1
Campus Representative	1.625
Campus Safety Monitor	9.0625
Child Development Assist-ITPre	0.75
Clerk	2.625
Fiscal Technician II	1
HR Analyst, Position Control	1
Inst Asst/Bil-Arabic	1
Inst Asst/Bil-Dari	3
Inst Asst/Bil-Farsi	1
Inst Asst/Bil-Pashto	1.875
Inst Asst/Bil-Russian	5.25
Inst Asst/Bil-Spanish	4.625
Inst Asst/Bil-Ukranian	0.75
Inst Asst/Mul Sev Hndcp	0.90625
Instructional Assistant I	126.8438
Instructional Assistant II	0.8125
Instructional Assistant III	1.59375
Intermed Clerk Typist (218D)	2.375
Mid Schl Media/library Tech.	0.125
NISA (PM, No Thursdays)	0.4375
Non-Inst School Aide on Cal 52	0.875
Non-Instr Supp Aide 199 Days	1.3125
Payroll Specialist	1
Sch/Com Intrv Sp I 205 Days	1
Sch/Com Intrv Sp I 206 Days	1
Sch/Com Intrv Sp I 218 Days	6
Sch/Comm Interv Asst 205 Days	5
Sch/Comm Interv Asst 206 Days	1
Sch/Comm Interv Asst 218 Days	2
Sch/Comm Interv Asst 260 Days	1
Sch/Comm Refugee Specialist	2
Sch/Comm Resource Asst Arabic	1
Sch/Comm Resource Asst Dari	2

RESOLUTION REDUCING AND DISCONTINUING
PARTICULAR KINDS OF SERVICES

Sch/Comm Resource Asst Spanis	2
School Community Specialist	1
School Playground Rec Aide	4.91
School/Community Wrkr 240 Day	2
Youth/Adlt Emp Tech I 240 Days	1
Subtotals	207.7538
Total	210.7538

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services - TK-12 Certificated (Thigpen) - 8:15 p.m.

DEPARTMENT: Human Resources

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No, 4246, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result.
2. Resolution No. 4247, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

RATIONALE/BACKGROUND:

Each year through a comprehensive student needs assessment, all school sites participate in a process to align student needs to site and program budget allocations. As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. School sites engage staff, students, parents, and educational partners in various ways to determine what positions need to be eliminated, retained, or shifted. The potential elimination of particular kinds of service (PKS) determines the PKS list.

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2026-27 school year.

As a result of the need to make changes, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

ATTACHMENT(S):

1. [Resolutions No. 4246 and No. 4247](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY: Daniel Thigpen, Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4246

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2026-2027 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, “the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render.”

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employee in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2026-2027 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets BOTH criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, and
 - b. Has taught the course(s) for at least one semester in the current school year or any of the five preceding school years.
5. Teachers are deemed to be “certificated and competent” to teach any class that is not a Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets EITHER criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, or
 - b. If there is no credential issued by the State of California associated with the course(s) being taught, holds a valid multiple or single subject credential and

has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

6. Teachers will not be subject to layoff if they meet one or more of the following criteria.
 - a. Hold a valid credential authorizing special education service.
 - b. Hold a valid multiple subject credential AND a valid BCLAD (Bilingual Cross-cultural Language and Academic Development) in Spanish AND currently teach in a Dual-Immersion classroom;
 - c. Have experience teaching in a Montessori classroom for at least one semester in the current school year or any of the five preceding school years OR have Montessori training in the current school year or any of the five preceding school years. Such training must lead to certification by a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE). On line Montessori training does not meet this criteria.
7. Certificated employees must have filed documents with Human Resources by February 3, 2026, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
8. The Chief of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2026-2027 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 133.0425 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2026, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK’S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____ day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING AND DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A - CERTIFICATED

Certificated Management	FTE Reduced
Admin on Special Assignment	1
Program Manager ECE	1
Vice Principal, Elementary	1
Vice Principal, High School	2.5
Vice Principal, Middle School	1
Subtotal	6.5

Certificated Non-Management	FTE Reduced
Counselor K/6	4.7
Counselor Spec Prgm 186 Days	1
Counselor Spec Prgm 195 Days	3.5
Counselor-7/8	1.5
Counselor-9/12	4.5
District Res Tchr 190 Days	2
District Resource Teacher	1
Nurse School 218 Days	1
School Social Worker	7
Tch-Academy	0.4
Tch-Alternative Education	0.5
Tch-Elem Specialist-Art	1.35
Tch-Elem Specialist-Music	1.4
Tch-Elem Specialist-Other	1.6
Tch-Elem Specialist-PE	0.2
Tch-English Language Dev	13.51
Tch-Grad 6-12	0.5
Tch-Grad 7/8	7.1625
Tch-Grad 9/12	26.77
Tch-Independent Study	0.5
Tch-Site Resource: Elem Intrnv	16.65

RESOLUTION REDUCING AND DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A - CERTIFICATED

Tch-Site Resource-Elem	9
Tch-Site Resource-HS	1.4
Tch-TransitionalKindergrtn	1
Tch-Voc Educ/ROP 9/12	1
Teacher Combo 2-3	1
Teacher Elementary K-8	5.2
Teacher Gr 6 M/S	0.2
Teacher Grade 2	1
Teacher Grade 3	4
Teacher Grade 4	1
Teacher Grade 5	5
Subtotal	126.5425

TOTAL	133.0425
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SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4247

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and,

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:
 - a. Category I – Certifications and Experience

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held; National Board Certification; and/or experience teaching at schools identified as District Designated Title I school.

Criteria	Points
Each full K-12 base credential (e.g., multiple subject, single subject, pupil personnel services, school nurse, librarian, school social worker)	4
Each foundational level base credential (If a full base credential is held, it must be a different subject area)	3
Each active intern credential (If a base credential is held, must be a different subject area)	2
Each supplemental authorization	2
Other services credential (administration)	2
National Board Certification (active)	2
Taught at a District Designated Title I School during the 2023-24 school year	1
Each Board Resolution, GELAP, SELAP, PIP, STSP or Waiver	0

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee’s seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee’s seniority date	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes, including, but not limited to, order of reemployment offers or any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____ day of _____, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____ day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services - Early Childhood Education (Thigpen) - 8:20 p.m.

DEPARTMENT: Human Resources

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4248, reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2026, because of lack of work and/or lack of funds.
2. Resolution No. 4249, establishing criteria to apply to break a tie in seniority for Early Childhood Education certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

RATIONALE/BACKGROUND:

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. To best meet the needs of San Juan Unified School District early childhood education students, changes to the delivery model for certain services have been recommended for the 2026-2027 school year.

The positions being reduced or discontinued by this Resolution are certificated positions. By Education Code section 8366, a district is able to layoff ECE employees at any time during the school year for lack of work or lack of funds. Notices will be sent to affected Early Childhood Education teachers and layoffs will be effective on June 30, 2026.

ATTACHMENT(S):

1. [Resolutions No. 4248 and No. 4249](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Daniel Thigpen, Chief of Human Resources

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4248

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution regarding reducing or discontinuing certain certificated services in the Early Childhood Education program)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or eliminate certain certificated services in the Early Childhood Education Program of the District as of June 30, 2026, due to a lack of work or a lack of funds, and

WHEREAS, the California Education Code, section 8366 applies to positions “requiring a child development permit for the supervision and instruction of children ...”, and

WHEREAS, the California Education Code, section 8366 also states, “A district may lay off an employee required to have such a permit at any time during the school year for lack of work or lack of funds ...”, and

WHEREAS, as a result of said reduction or elimination of certificated services in the Early Childhood Education Program due to lack of work or lack of funds, it will be necessary to decrease the number of certificated employees in the District:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than June 30, 2026 in the amounts set forth in Exhibit “A”.
4. The Chief of Human Resources or designee is directed to send notices to affected certificated employees that due to lack of work or lack of funds certain services now being provided by the District be reduced or discontinued to the extent as set forth in #3 above.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this ____ day of __, 2026, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

CLERK'S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____ day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A - ECE

Attachment 1

ECE Non-Management	FTE Reduced
TCH-CDPT 234 Days	1
Totals	1

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4249

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of certificated Early Childhood Education employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees within the Early Childhood Education programs effective at the close of this school year: and

WHEREAS, this board has determined that as between such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:
 - a. Category I – Certifications and College/University Units

Need: To retain teachers with: greatest flexibility of assignment based on California credentials/permits held; and/or college/university units in infant/toddler classes.

Criteria	Points
Bachelor’s degree or higher with either a K-12 Multiple Subject Teaching Credential or Child Development Program Director Permit or Child Development Site Supervisor Permit	4
Three or more infant/toddler units	3
Child Development Teacher or Master Teacher Permit	2
Child Development Associate Teacher Permit	1

If there is still a tie after applying the above criteria, then Category II will be utilized.

- b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee’s seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee in the Early Childhood Education programs under contract prior to the employee's seniority date	Percentage of School year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III – District Experience as a Classified Employee

Need: To recognize classified ECE experience in the San Juan Unified School District.

Experience	Value
Each year or portion of a year of in-district experience as a Child Development Assistant in the Early Childhood Education programs	Percentage of School year(s) served

If there is still a tie after applying Category III criteria, then Category IV will be utilized.

d. Category IV - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees within the Early Childhood Education programs as part of a layoff effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this _____ day of _____, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services - Adult Education (Thigpen) - 8:25 p.m.

DEPARTMENT: Human Resources

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss the adoption of:

1. Resolution No. 4250, reducing or discontinuing particular kinds of services, and the corresponding amount of adult education certificated staffing that will be reduced as a result.
2. Resolution No. 4251, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire.

Action anticipated: 02/24/2026.

RATIONALE/BACKGROUND:

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. To best meet the needs of San Juan Unified School District adult education students, changes to the delivery model for certain services have been recommended for the 2026-2027 school year.

As a result of the need to make changes, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

ATTACHMENT(S):

1. [Resolutions No. 4250 and No. 4251](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 02/02/2026

FISCAL IMPACT:

N/A

PREPARED BY: Daniel Thigpen, Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4250

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2026-2027 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, “the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render”, and

WHEREAS, California Education Code section 44929.26 states in part, “service in the evening school shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee in the day school...”

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2026-2027 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any class in the Adult Education program if the teacher meets EITHER criteria listed below.
 - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught or
 - b. If there is no credential issued by the State of California associated with the course(s) being taught, has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

5. Certificated employees must have filed documents with Human Resources by February 3, 2026, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
6. The Chief of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2026-2027 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 6.13332 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____ day of _____, 2026, by the following votes:

AYES:

NOES:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK’S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCTING OR DISCONTINUING
PARTICULAR KINDS OF SERVICES
EXHIBIT A - ADULT EDUCATION

Adult Ed. Non-Management	FTE Reduced
A/E Counselor	0.4
A/E ESL	4.98332
A/E H.S. Completion	0.75
Totals	6.13332

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4251

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of adult education certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

a. Category I – Certifications and Experience

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held.

Criteria	Points
Each full base credential (e.g., designated subject, multiple subject, single subject, pupil personnel services)	4
Each supplemental authorization	2
Other services credential (administration)	2

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee’s seniority date.	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes, including, but not limited to, any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

_____ day of _____, 2026, by the following vote:

AYES:

NOES:

ABSENT:

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the ____ day of _____, 2026.

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

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

I
02/10/2026

FEBRUARY 24

Recognition: Arts Education Month (March) – A	Dale
Arts Education and Proposition 28 Update – R	Dale
Comprehensive School Safety Plans – D/A	Allen
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/10/26]	Thigpen
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/10/26]	Thigpen
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/10/26]	Thigpen
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/10/26]	Thigpen
2026 CSBA Delegate Assembly Election – A	Board
*New/Revised Board Policies Aligned with Ed Code 234.7 Updates – A [Discussed 02/10/26] (BP 1445; BP 5145.13, BP 0450, BP 1340, BP 5125, BP 5125.1)	Oaxaca

MARCH 10

Recognition: 2026 Classified Employees of the Year – A	Thigpen
New High School Courses – D	Dale
Second Interim Budget Report – R	Ryan
Public Hearing No. 2: Alexander Twilight Secondary Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
Public Hearing No. 2: Alexander Twilight College Prep Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
*Resolution: District School Board Election Order – A	Board

MARCH 24

Recognition: Week of the Young Child (Apr. 11-17) – A	Townsend-Snider
Recognition: School Library Month (April) – A	Dale
Resolution: Issuance and Sale of Measure P General Obligation Bonds – A	Ryan
Technology Update – R	Skibitzki
*New High School Courses – A [Discussed 03/10/26]	Dale
*Head Start and Early Head Start Grant Application 2026-2027 – A	Townsend-Snider

APRIL 14

Recognition: School Bus Driver Appreciation Day (Apr. 28) – A	Thigpen
Instructional Materials Adoptions – D	Dale
Strategic Plan Update – R	Allen
Proposed Board Meeting Dates for 2026-2027 – A	Board
*Audit Reports for Measures J, N, P and S – A	Ryan

APRIL 28

Recognition: National Nurses Week (May 6-12) and National School Nurse Day (May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 13) – A	Thigpen
San Juan Youth Voice Advocates – R	Oaxaca
Instructional Technology – R	Dale
Williams Complaint Report – R	Gaddis
*Instructional Materials Adoptions – A [Discussed 04/14/26]	Dale

MAY 12

Recognition: Classified School Employee Week (May 17-23) – A	Thigpen
Recognition: National Speech Pathologist Day (May 18) – A	Dale
Citrus Heights Schools Update – R	Townsend-Snider
Hearing Officer’s Recommendation-2026 RIF (if applicable) – A	Gaddis
*Approval of CTE 2026 Advisory Committee Roster – A	Schnepf
*Head Start/Early Head Start COLA Funding Allocation 2026-2027 – A	Townsend-Snider
*Head Start/Early Head Start SETA Grant Resolution 2026-2027 – A	Townsend-Snider

*Adult Education Course Approval – A	Schnepp
MAY 26	
Recognition: National Science Bowl (if applicable) – A	Schnepp
Recognition: Science Olympiad (if applicable) – A	Schnepp
Recognition: Academic Decathlon (if applicable) – A	Schnepp
District TK-12 Mathematics Update – R	Dale
Restorative Practices/Student Discipline – R	Oaxaca
Public Hearing: SELPA Local Plan Annual Update – A	Dale
*Facility Lease Amendments – A	Camarda
JUNE 9	
Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Temporary Interfund Borrowing of Cash – A	Ryan
*CIF Superintendent Designation of Representatives 2026-2027 – A	Schnepp
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider
JUNE 23	
California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/09/26]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca
LCAP Choices Charter School – A [Public Hearing 06/09/26]	Oaxaca
Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26]	Ryan
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plan for Student Achievement (SPSA) – A	Oaxaca

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