



**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**  
**January 13, 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.

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

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

**B. CLOSED SESSION - 5:30 p.m.**

1. Student expulsion in one case (Education Code section 48918[f]).
2. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Chief of Human Resources, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).
3. Personnel Matters (Government Code section 54957).
  - a. Superintendent's mid-year evaluation.

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

**D. APPROVAL OF MINUTES**

1. Minutes - December 16, 2025, regular meeting

Action: The superintendent is recommending that the board approve the minutes for December 16, 2025, regular meeting, pages 2726-2730.

**E. ORGANIZATIONS/ANNOUNCEMENTS - 6:35 p.m.**

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

**F. VISITOR COMMENTS - 6:50 p.m.**

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

**G. CONSENT CALENDAR - 7:20 p.m.**

Action: The administration recommends that the consent calendar, G-1 through G-8, 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; change orders/amendments; construction and public works bids and contracts; and piggyback contracts.

3. Business/Financial Report

The superintendent is recommending that the board approve the business/financial report which includes notices of completion.

4. Surplus Property

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

5. San Juan High School Science Wing Modernization Project CEQA Categorical Exemption

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the San Juan High School Science Wing Modernization Project.

6. Agricultural Career Technical Education Incentive Grant, 2025-2026

The superintendent is recommending that the board approve the implementation of the following grant (if funded): Agricultural Career Technical Education Incentive Grant, 2025-2026.

7. San Juan Choices Charter School Ongoing Salary Adjustment

The superintendent is recommending that the board approve a minor adjustment to the Testing Coordinator stipend (LREGB R7435) of \$154.

8. Ratification of Committee Members

The superintendent is recommending that the board ratify the appointment of committee members.

**H. CONSENT CALENDAR (continued, if necessary)**

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

**I. BUSINESS ITEMS**

**1. ELPAC 2024-25 Data Summary Report (Dale) - 7:25 p.m.**

Report: The superintendent is recommending that the board receive a report regarding the 2024-25 ELPAC (English Language Proficiency Assessments for California) Data Summary Report.

**2. Multilingual Learner Program Update (Oaxaca) - 7:40 p.m.**

Report: The superintendent is recommending that the board receive a report regarding programs, data and supports pertaining to multilingual learners.

**3. Update on Board Policy 5131.8: Mobile Communication Devices (Allen) - 8:00 p.m.**

Report: The superintendent is recommending that the board receive an update on the implementation of Board Policy 5131.8: Mobile Communication Devices.

**4. Annual Policy Review (Gaddis) - 8:20 p.m.**

Discussion: The superintendent is recommending that the board discuss the following board policies (BP): BP 3430 Investing (Sacramento County's investment policy, on which the district's board policy is based, is included for the board's review), BP 5116.1 Intradistrict Open Enrollment, BP 6020 Parent Involvement and BP 6145 Extracurricular and Cocurricular Activities. Action anticipated: 01/27/2026.

**5. Williams Complaint Report (Gaddis) - 8:25 p.m.**

Report: The superintendent is recommending that the board receive an update on Williams-type complaints filed with the district during the time period from October 1, 2025, to December 31, 2025.

**6. Revisions to the Governance Handbook (Allen) - 8:30 p.m.**

Discussion: The superintendent is recommending that the board discuss proposed revisions to the Governance Handbook. Action anticipated: 02/10/2026.

**J. BOARD REPORTS - 8:35 p.m.**

**K. FUTURE AGENDA - 8:40 p.m.**

**1. Tentative future agenda items**

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

**L. CLOSED SESSION (continued, if necessary)**

Announcement of topics/announcement of actions.

**M. ADJOURNMENT - 8:45 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](mailto: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](mailto: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  
December 16, 2025**

**Regular Meeting**  
Board of Education  
5:30 p.m.

**Open Session/Call to Order (A)**

After technical issues were addressed, the December 16 regular meeting was called to order at 5:43 p.m. by the president, Ben Avey. The board meeting was held in person and was also livestreamed on the district website.

**Roll Call**

Present:  
Ben Avey, member  
Nick Bloise, member  
Pam Costa, member  
Zima Creason, member  
Tanya Kravchuk, member  
Manuel Perez, member  
Abid Stanekzai, 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 conference with legal counsel – student grade/records challenge (Education Code section 49070) and to consider student expulsions in four cases (Education Code section 48918[f]).

**Reconvene Open Session/Pledge of Allegiance/Land Acknowledgement (C)**

At 6:40 p.m., the December 16 regular meeting was called back to order by the president, Ben Avey.

There was a brief recess from 6:43 p.m. - 6:47 p.m. to address technical issues.

Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance. Mr. Avey read the San Juan Unified land acknowledgement.

**Organizational Meeting: Election of Officers/Board Representatives/Appointment of Secretary/Meeting Dates, Times, Location and Remuneration (D)**

Election of Officers (D-1):

It was moved by Ms. Creason that Mr. Avey be elected president. There being no second, the motion was not considered. It was moved by Mr. Perez, seconded by Mr. Bloise, that Ms. Kravchuk be elected president. MOTION CARRIED 6-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: Creason].

It was moved by Mr. Bloise, seconded by Mr. Stanekzai, that Mr. Perez be elected vice president. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

It was moved by Mr. Perez, seconded by Mr. Stanekzai, that Mr. Bloise be elected clerk. MOTION CARRIED 6-1 [AYES: Kravchuk, Perez, Bloise, Stanekzai, Costa, Avey; NOES: Creason].

#### Board Representatives (D-2):

The board discussed the selection of board representatives and alternates for committees.

- California School Boards Association (CSBA) Delegate Assembly — Ms. Kravchuk and Mr. Avey  
It was moved by Ms. Kravchuk, seconded by Mr. Avey, to reappoint Ms. Kravchuk to the CSBA Delegate Assembly for a two-year term from April 1, 2026, to March 31, 2028. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

The board unanimously approved the selection of board representatives and alternates to the following committees:

- Citizens/Bond Oversight Committee — Mr. Bloise; Ms. Kravchuk, alt.
- Curriculum, Standards, Instructional and Student Services Committee — Ms. Costa; Mr. Avey, alt.
- Facilities Committee — Mr. Avey; Ms. Creason, alt.
- Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) — Ms. Kravchuk; Mr. Perez, alt.
- Special Education Community Advisory Committee (CAC) — Mr. Bloise; Mr. Avey, alt.
- District English Learner Advisory Committee (DELAC) — Mr. Stanekzai; Ms. Creason, alt.
- American Indian Education Program Parent Advisory Committee (AIEP PAC) — Ms. Creason; Mr. Perez, alt.
- San Juan Education Foundation (SJEF) – alternating
- District Audit Committee — Mr. Avey, Ms. Costa and Ms. Kravchuk
- City of Citrus Heights Education and Community Programs Committee — Ms. Kravchuk (board president), Mr. Perez (area 7) and Mr. Bloise (area 4)

#### Secretary to the Board (D-3):

It was moved by Ms. Creason, seconded by Mr. Stanekzai, to appoint the superintendent as secretary to the board. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

#### Board Meeting Dates and Time (D-4):

It was moved by Mr. Stanekzai, seconded by Mr. Bloise, to approve the board meeting schedule for the second and fourth Tuesdays of the month at 6:30 p.m. and workshops as needed. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

#### Board Meeting Location (D-5):

It was moved by Ms. Costa, seconded by Ms. Creason, to approve the board meeting location at 3738 Walnut Avenue, Carmichael. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

#### Board Member Remuneration (D-6):

It was moved by Mr. Perez, seconded by Mr. Stanekzai, to approve board member remuneration in the amount of \$787.50 per month, in accordance with Board Policy 9250 and Education Code section 35120. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

#### **Minutes Approved (E)**

It was moved by Ms. Costa, seconded by Mr. Avey, that the minutes of the November 18 regular meeting be approved. MOTION CARRIED 6-0-1 [AYES: Kravchuk, Bloise, Creason, Stanekzai, Costa, Avey; NOES: None; ABSTAIN: Perez].

#### **High School Student Council Reports (F-1)**

High School Student Council representatives Naina Jaduram and Carolyn Hurd from Bella Vista High School and Emi Kuwabara and Katie Sue Amerine from El Camino Fundamental High School updated the board on the goals, activities and achievements at their respective schools.

#### **Closed Session/Expulsion Actions (F-6)**

Mr. Bloise reported that the board voted unanimously to accept a hearing panel's recommendation of one suspended expulsion in case number M-03 and to accept as written three stipulated expulsions in case numbers M-04, S-07 and S-14.

#### **Visitor Comments (G)**

Melanie Swain shared information about the process of transferring her children to another school.

**Consent Calendar Approved (H-1/H-8)**

It was moved by Mr. Avey, seconded by Mr. Bloise, that the consent calendar items H-1 through H-8 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Personnel (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; piggyback contracts; zero dollar contracts; and bids/RFPs – approved as submitted.

**Business/Financial Report (H-3)**

Notices of completion and warrants and payroll – approved as submitted.

**Gifts (H-4)**

Acceptance of gifts from Bella Vista High School, Camp Winthers, Family and Community Engagement Department and McKinney-Vento.

**Surplus Report (H-5)**

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

**Resolution No. 4243: Certification of the Number of Unhoused Pupils to be Housed by the Gateway International School Under the State School Facilities Program (H-6)**

Adoption of Resolution No. 4243, certifying the number of unhoused pupils to be housed by the Gateway International School under the State School Facilities Program.

**Minimum Wage Increase – Short Term, Temporary Salary Schedule (H-7)**

Approval of the salary changes to reflect the January 1, 2026, minimum wage increase to \$16.90 per hour for certain job classifications on the short term, temporary salary schedule.

**Ratification of Negotiated 2026-2027 School Year Calendar (H-8)**

Ratification of the negotiated 2026-2027 school year calendar.

**i-Ready Data Summary Report (J-1)**

Deputy Superintendent of Schools and Student Support Timothy Chip Dale, Ed.D., introduced Assistant Director of Assessment, Evaluation and Planning Christopher Smith who gave a presentation on the district’s 2024-2025 i-Ready data results. Mr. Smith discussed what i-Ready assessments are; two ways of analyzing data (non-cohorted and cohorted); grades K-2 English language arts i-Ready results; and grades 3-8 mathematics i-Ready results. Board members made comments and posed questions, which staff addressed. Mr. Bloise commented on student progress post-pandemic. Mr. Avey and Ms. Kravchuk asked clarifying questions.

**2024-2025 Audit Report (J-2)**

Chief Financial Officer Joel Ryan introduced Audit Manager Marann Murphy of Crowe LLP who presented the 2024-2025 audit report as prepared by Crowe LLP, the district’s independent auditor. Ms. Murphy explained that all aspects of the financial statements and federal and state awards audit received an unmodified, or clean, audit opinion, with one minor state compliance finding related to attendance reporting. Mr. Avey reported that the audit committee met and had no concerns regarding the audit.

It was moved by Mr. Avey, seconded by Ms. Creason, to accept the 2024-2025 audit report as prepared by the district’s independent auditor, Crowe LLP. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**2025-2026 First Interim and Budget/Financial Status Report (J-3)**

Chief Financial Officer Joel Ryan presented the 2025-2026 First Interim Report, certifying the First Interim Report as positive, with the understanding of the fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The First Interim Report reflects actual revenue and expenditures through October 31, 2025, forecasts the remainder of the 2025-2026 fiscal year, and provides a multi-year budget projection for years 2026-2027 and 2027-2028.

Board members made comments and posed questions, which Mr. Ryan addressed. Mr. Avey requested clarification regarding deficit spending, noting that while the district remains on a positive path, warning signals appear to be emerging. Ms. Creason commented on the distinction between one-time and ongoing funds, uncertainty at the federal and state levels and collaboration with labor groups. Mr. Bloise inquired about the implications of using contractors for special education services. Mr. Allen noted that staffing challenges continue to be a statewide issue. Ms. Kravchuk echoed the concerns raised by other board members.

It was moved by Mr. Perez, seconded by Mr. Bloise, to approve the 2025-2026 first interim report which reflects a positive certification of the district's ability to maintain fiscal solvency for the current and subsequent two fiscal years. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Public Hearing No. 1: Aspire Alexander Twilight Secondary Academy Charter School Renewal Petition (J-4)**

Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., presented the topic and then introduced Aspire Alexander Twilight Secondary Academy (ATSA) staff who gave a presentation about the school. Aspire Public School Central Valley Executive Director Tony Solina provided an overview of the school, and Principal Mercedes Macumber spoke about student demographics, academics, data, family engagement, school culture and educator development.

Ms. Kravchuk declared the topic of the Aspire Alexander Twilight Secondary Academy charter school renewal petition a public hearing and invited the public to speak.

Public Comments:

Darius Archie shared his experiences as a teacher at ATSA.

Jennifer LaFoon shared information about her son's experiences as a student at ATSA.

Jaden Talbot shared his experiences as a student at ATSA.

Lucia Sevilla made her comments in Spanish.

Tracy McCreery shared her experiences as a parent at ATSA.

There being no further comments from the public, Ms. Kravchuk declared the public hearing closed. Action was scheduled for March 10.

**Public Hearing No. 1: Aspire Alexander Twilight College Preparatory Academy Charter School Renewal Petition (J-5)**

Dr. Oaxaca presented the topic and introduced Aspire Alexander Twilight College Preparatory Academy (ATCPA) staff who gave a presentation about the school. Mr. Solina provided an overview of the school, and Principal Kerinn Tillman spoke about student demographics, academics, data, family engagement, school culture and educator development.

Ms. Kravchuk declared the topic of the Aspire Alexander Twilight College Preparatory Academy charter school renewal petition a public hearing and invited the public to speak.

Public Comments:

Justin Marbley shared his experiences as a teacher at ATCPA.

Colby Stasyuk shared her experiences as a teacher at ATCPA.

Kamina Staples shared her experiences as a parent at ATCPA.

Rebecca Aldrich shared her experiences as both a parent and teacher at ATCPA.

There being no further comments from the public, Mr. Kravchuk declared the public hearing closed. Action was scheduled for March 10.

**Presentation of Initial Proposal from Teamsters Union Local No. 150 Transportation Unit to San Juan Unified School District for Reopener Negotiations for 2025-2026 (J-6)**

Mr. Thigpen presented the bargaining interests of the Teamsters Union Local No. 150. There were no requests for public comment. Ms. Kravchuk asked a clarifying question regarding employee seniority.

**San Juan Unified School District Initial Bargaining Proposal/Interests for Contract Negotiations with the Teamsters Local No. 150 Reopeners for 2025-2026 (J-7)**

Mr. Thigpen presented the bargaining interests of the governing board for negotiations with Teamsters Local No. 150. There were no requests for public comment. It was moved by Mr. Perez, seconded by Mr. Bloise, to adopt, pursuant to Government Code section 3540 et seq. and district Board Policy 4243.1, the bargaining interests of the governing board for negotiations with the Teamsters Union Local No. 150 for 2025-2026. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa, Avey].

**Board Reports (K)**

Mr. Avey congratulated the Casa Roble Fundamental High School and Mira Loma High School football teams on their successes this season, as well as the All-Metro flag football teams.

**Future Agenda (L)**

There were no items added to the future agenda.

**Closed Session Continued (M)**

At 9:10 p.m., the board returned to closed session to continue item B-1a – conference with legal counsel – student grade/records challenge (Education Code section 49070).

**Closed Session Action/Adjournment (N)**

At 10:06 p.m., Mr. Bloise reported that the board determined to deny a submitted grade appeal for a student at Rio Americano High School. The vote was 4-3.

There being no further business, Ms. Kravchuk adjourned the regular meeting in memory of Bella Vista High School student Taylor Knowlton.

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Tanya Kravchuk, Board President

\_\_\_\_\_  
Trent Allen, Acting Secretary

Approved: \_\_\_\_\_  
:sc

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

**AGENDA ITEM:** G.1

**MEETING DATE:** 01/13/2026

**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: 01/05/2026

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** Daniel Thigpen, Chief of Human Resources  
Trent Allen, Acting Superintendent of Schools

**1. APPOINTMENTS**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Momand, Tooba	Temp	Teacher Kindergarten	Whitney Avenue	12/04/25 06/10/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Bercea, Sarah	Prob	School Playground Rec Aide	Mariemont	12/10/25
New Hire	Boulware, Desiraye	Prob	School Playground Rec Aide	Howe Avenue	12/08/25
New Hire	Brady, Ashley	Prob	School Commun Wkr	English Lang Learning - DO	12/15/25
New Hire	Castillo, Catherine	Prob	Instructional Assistant I	Del Dayo	12/08/25
New Hire	Elliott, Jared	Prob	Community Safety Spec	Safe Schools	12/15/25
New Hire	Fazelian, Seyedmahdi	Prob	Inst Asst/Bil-Dari	Encina	12/03/25
New Hire	Hernandez, Giselle	Prob	Clerk	Starr King	12/09/25
New Hire	Loop, Alicia	Prob	Instructional Assistant II	Whitney Avenue	12/11/25
New Hire	Maqsoodi, Arghawan	Prob	School Playground Rec Aide	Starr King	12/08/25
New Hire	Morales, Adriana	Prob	Inst Asst/Bil-Spanish	Encina	12/08/25
New Hire	Storlie, Bentley	Prob	Instructional Assistant III	Ralph Richardson Center	12/08/25
New Hire	Tuigamala, Tuileva	Prob	Expanded Learning Prog Asst	Pupil Personnel Services	12/03/25
New Hire	Velez, David	Prob	Instructional Assistant II	Rio Americano	12/10/25
New Hire	Walker, Tamera	Prob	Administrative Assistant	Transportation	12/22/25
New Hire	Whitley, Tamija	Prob	Instructional Assistant II	Grand Oaks	12/15/25
Rehire	Altak, Rahmah	Prob	Instructional Assistant II	El Camino	12/19/25
Rehire	Asey, Mariam	Prob	Instructional Assistant I	Cottage	12/15/25
Rehire	Carroll, Amber	Prob	Nutrition Services Worker II	Nutrition Services	12/02/25

**2. LEAVES OF ABSENCE**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Barnes, Douglas	Perm	Teacher Grade 4	Cowan	11/06/25 02/03/26
Paid	Gardner, Luciana	Perm	Teacher Grade 2	Del Paso Manor	12/01/25 04/29/26
Paid	Jennings, Dawn	Perm	Teacher Gr 6 M/S	Sylvan	12/01/25 01/25/26
Paid	Puerner, Allison	Prob	Tch-English Language Dev	Mira Loma	10/27/25 12/31/25
Paid	Reardon Hackman, Mary	Perm	Tch-English Language Dev	Encina	11/07/25 04/13/26
Paid	Wann, Rachel	Perm	Tch-English Language Dev	Rio Americano	11/10/25 01/10/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Baker, Lynn	Perm	Intermed Clerk Typist	Cambridge Heights	11/10/25 01/31/26
Paid	Cook, Jakob	Perm	NutriSvcs Equip Tech II	Nutrition Services	12/02/25 03/09/26
Paid	Davis, Ashley	Perm	Instructional Assistant III	Carriage Drive	12/01/25 02/23/26
Paid	Garcia, Julie	Perm	Nutrition Services Worker II	Sylvan	10/23/25 12/19/25
Paid	Sadat, Khatera	Perm	Inst Asst/Bil-Farsi	Cottage	12/01/25 04/28/26
Paid	Svirgun, Yuriy	Perm	Custodian	Del Dayo	11/12/25 12/17/25
Unpaid	Naderi, Azar	Prob	Child Dev Assist-School Age	Arlington Heights ECE	11/09/25 01/17/26

**3. SEPARATIONS**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	D'Addio, Kathleen	Prob	Tch-Mod/Severe K/12	Carriage Drive	12/12/25
Resignation	Park, Marshall	Temp	Tch-Elem Specialist-Music	Teaching And Learning	12/19/25

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Farnese, Grace	Prob	School Playground Rec Aide	Mariemont	12/08/25
Resignation	Masudi, Mohammad	Perm	Intermed Clerk Typist	Student Learning Assistance	12/05/25
Retirement	Vail-Finneran, Janice	Perm	Inst Asst/Mul Sev Hndcp	Ralph Richardson Center	12/31/25

**3. SEPARATIONS (Continued)**

**CLASSIFIED**

<b><u>Type</u></b>	<b><u>Name</u></b>	<b><u>Status</u></b>	<b><u>Assignment</u></b>	<b><u>Location</u></b>	<b><u>Effective Date (s)</u></b>
Dismissal	CL #653	Prob	Nutrition Servies Worker I	Nutrition Services	11/12/25
Suspension	CL #654	Perm	Custodian	Maintenance & Operations	01/13/26
Suspension	CL #655	Perm	Child Dev Assistant	Early Childhood Education	01/13/26

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

**AGENDA ITEM:** G.2

**MEETING DATE:** 01/13/2026

**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; change orders/amendments; construction and public works bids and contracts; and piggyback contracts.

**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: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools

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

December 3, 2025 - December 16, 2025

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
VR26-06873	12/9/2025	Regents of UC Davis	Writing Workshops - Area 3 Writing Project	\$ 5,400.00	130 - Mariemont School
VR26-07055	12/16/2025	San Joaquin County Office of Education	3-year License Agreement for SEIS - District IEPs	\$ 243,666.00	316 - Special Ed - Kenneth
VR26-05367	12/16/2025	A-Z Bus Sales	5 Blue Bird Buses	\$ 1,523,795.17	211 - Transportation

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

December 3, 2025 - December 16, 2025

**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

**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
SA26-00183	12/3/2025	Amerigis	Staffing services	\$ 64,800.00	\$ -	\$ 48,000.00	\$ 112,800.00	101 - SPED
SA26-00068	12/13/2025	American River Speech	Speech services	\$ 87,200.00		\$ 80,000.00	\$ 167,200.00	101 - SPED
SA26-00151	12/13/2025	Capitol Speech and Rehab	Speech services	\$ 75,000.00		\$ 10,000.00	\$ 85,000.00	101 - SPED
SA26-00065	12/13/2025	Easter Seals	Physical therapy	\$ 26,000.00		\$ 20,000.00	\$ 46,000.00	101 - SPED
SA26-00002	12/16/2025	RoHealth	Aides for special education	\$ 300,000.00	\$ 2,183,000.00	\$ 3,143,865.00	\$ 5,626,865.00	316 - SPED
SA26-00032	12/16/2025	Zen	Aides for special education	\$ 91,000.00	\$ 450,000.00	\$ 489,000.00	\$ 1,030,000.00	316 - SPED
SA26-00031	12/16/2025	Point Quest Ped's	Aides for special education	\$ 200,000.00	\$ 1,634,245.97	\$ 1,536,620.00	\$ 3,370,865.97	316 - SPED
SA26-00093	12/16/2025	Amerigis	Aides for special education	\$ 300,000.00	\$ 1,945,000.00	\$ 2,612,285.00	\$ 4,857,285.00	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
VR24-01859	12/16/2025	Atlas Technical Consultants, LLC.	Provide addition geotechnical services required to complete the construction phase for Katherine Johnson New Construction #055-9512-P1 project.	\$32,700.00	\$810,000.08	\$217,280.00	\$1,059,980.08	216 - FAC
VR24-03105	12/16/2025	ATC Group Services LLC dba Atlas Technical	Additional DTSC scope for Arcade New Construction #001-9512-P1 project	\$99,338.00	\$ 550,364.00	\$ 217,280.00	\$866,982.00	216 - FAC

**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
							\$ -	

**Purchasing Contracts Board Report  
Construction and Public Works Bids and Contracts**

December 3, 2025 - December 16, 2025

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

**General Contract**

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

**Other Contracts**

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
26	12/11/2025	TBD	NA	Nacht & Lewis	Provide architectural services for bidding, construction administration, and project close out task on the Mira Loma HS Locker Room Upgrade Project# 205-9495-P3	\$ 134,500.00	216 - FAC

**New Addendum to Master Agreements**

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

**Purchasing Contracts Board Report  
Board Pre-Approval  
Piggyback Contracts**

December 3, 2025 - December 16, 2025

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

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	12/16/25	CMAS# 3-24-07-1017	Advanced Classroom Technologies	Tech Products - Newline	1/1/2026-3/31/29

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

**AGENDA ITEM:** G.3

**MEETING DATE:** 01/13/2026

**SUBJECT:** Business/Financial Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the business/financial report which includes notices of completion.

**RATIONALE/BACKGROUND:**

The attached report lists notices of completion for public works, facilities and other projects for approval as required by board policy and state law.

**ATTACHMENT(S):**

1. [Business Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Laura Lilley, Director, Fiscal Services  
Joel Ryan, Chief Financial Officer

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Precision West Telecommunications dba Precision West Technologies	PO# VR25-10827 Provide all labor, materials, equipment, tools, transportation and incidentals to replace and add to existing Audio-Visual System in the large gym; replace the existing projector as well as upgrade existing audio components to meet district's current audio standards, at Mira Loma High school, 4000 Edison Avenue, Sacramento, CA 95821, located in the San Juan Unified School District. Vendor: Precision West Telecommunications dba Precision West Technologies	10/21/2025	10/28/2025

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

**AGENDA ITEM:** G.4

**MEETING DATE:** 01/13/2026

**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: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Trent Allen, Acting 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
Churchill	Apple	Macbook	Laptop	Asset: 10010106	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 100002071	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 10010104	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 10010110	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 10010129	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 10002072	eWaste
Churchill	Apple	Macbook	Laptop	Asset: 10010107	eWaste
Churchill	Apple	iPad	Tablet	Asset: 20176196	eWaste
Churchill	Apple		Air Play	Asset: 20176048	eWaste
Churchill	Apple		iPad	N/A	eWaste
Churchill	Misc		Elmo Remote, 8 Apple Charger cords	N/A	eWaste
Churchill	Altec		Speaker	S/N: 70250SHUS0107072	eWaste
Churchill	NEC	NP215	Projector	S/N: NP2150Y01760EF	eWaste
Churchill	Misc		Multiple Misc Cords and cables	N/A	eWaste
Gold River	GBC Ultima	Ultima 65	EZLoad Ready Laminator	S/N: TH1803100076	eWaste
Lichen	Pevey	115 DL	Speaker	S/N: 08921812	eWaste
Lichen	Pevey	116 DL	Speaker	S/N: 08921956	eWaste
Lichen	Yamaha	EMX312SC	Powered Mixer	S/N: UCCPKO1164	eWaste
Lichen	HP	Laser Jet Pro M203dw	Printer	Asset: 20173453	eWaste
Lichen	Eclipse		Laminating Machine	N/A	eWaste
Mira Loma	HP		Computer	Asset: 10017597 S/N: MXL6164095	eWaste
Mira Loma	HP		Computer	Asset: 10017598 S/N: MXL616409M	eWaste
Mira Loma	HP		Computer	Asset: 10014234 S/N: 2UA5381CDQ	eWaste
Mira Loma	HP		Computer	Asset: 10016705 S/N: MXL616109J	eWaste
Mira Loma	HP		Computer	Asset: 10014237 S/N: 2UA5381XDQ	eWaste
Mira Loma	HP		Computer	Asset: 10017607 S/N: MXL6161098	eWaste
Mira Loma	HP		Computer	Asset: 10017357 S/N: MXL6161097	eWaste
Mira Loma	HP		Computer	Asset: 10017355 S/N: MXL6161092	eWaste
Mira Loma	HP		Computer	Asset: 10017601 S/N: MXL6161094	eWaste
Mira Loma	HP		Computer	Asset: 10017358 S/N: MXL616109L	eWaste
Mira Loma	HP		Computer	Asset: 10017609 S/N: MXL616109K	eWaste
Mira Loma	HP		Computer	Asset: 10014454 S/N: 2UA5381XDS	eWaste
Mira Loma	HP		Computer	Asset: 10017608 S/N: MXL6161099	eWaste
Mira Loma	HP		Computer	Asset: 10014460 S/N: 2UA5381XDF	eWaste
Mira Loma	HP		Computer	Asset: 10014239 S/N: 2UA5381XDM	eWaste
Mira Loma	HP		Computer	Asset: 10014231 S/N: 2UA5381XD6	eWaste
Mira Loma	HP		Computer	Asset: 10017602 S/N: MXL616109D	eWaste
Mira Loma	HP		Computer	Asset: 10017359 S/N: MXL616109N	eWaste
Mira Loma	HP		Computer	Asset: 10017360 S/N: MXL616109I	eWaste
Mira Loma	HP		Computer	Asset: 10017582 S/N: MXL616109C	eWaste
Mira Loma	HP		Computer	Asset: 10017603 S/N: MXL6161096	eWaste
Mira Loma	HP		Computer	Asset: 10017583 S/N: MXL616109B	eWaste
Mira Loma	HP		Computer	Asset: 10017584 S/N: MXL616109G	eWaste
Mira Loma	HP		Computer	Asset: 10014452 S/N: 2UA5381XDG	eWaste
Mira Loma	HP		Computer	Asset: 10014458 S/N: MXL6161XD7	eWaste
Mira Loma	HP		Computer	Asset: 10014453 S/N: MXL6161XDD	eWaste
Mira Loma	HP		Computer	Asset: 10014238 S/N: MXL6161XDL	eWaste
Mira Loma	HP		Computer	Asset: 10014236 S/N: 2UA5381XDB	eWaste
Mira Loma	HP		Computer	Asset: 10014233 S/N: 2UA5381XD8	eWaste
Mira Loma	HP		Computer	Asset: 10014456 S/N: 2UA5381XDC	eWaste
Mira Loma	HP		Computer	Asset: 10014235 S/N: 2UA5381XDH	eWaste
Mira Loma	HP		Computer	Asset: 10014459 S/N: 2UA5381XDR	eWaste
Mira Loma	HP		Computer	Asset: 10014451 S/N: 2UA5381XDJ	eWaste
Mira Loma	HP		Computer	Asset: 10014455 S/N: 2UA5381SD9	eWaste
Mira Loma	HP		Computer	Asset: 10014450 S/N: 2UA5381XDP	eWaste
Mira Loma	HP		Computer	Asset: 10014457 S/N: 2UA5381XDK	eWaste
Mira Loma	HP		Computer	Asset: Unknown S/N: MXL616109F	eWaste

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

**AGENDA ITEM:** G.5

**MEETING DATE:** 01/13/2026

**SUBJECT:** San Juan High School Science Wing Modernization Project CEQA Categorical Exemption

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the San Juan High School Science Wing Modernization Project.

**RATIONALE/BACKGROUND:**

The proposed project is located entirely within San Juan High School’s campus at 7551 Greenback Lane (APN: 243-0170-006), in Citrus Heights, California. The project area spans approximately 0.34 acres of a preexisting development within the school’s boundaries. The project scope includes the modernization of the preexisting science wing building on campus.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class I Categorical (Existing Facilities) and Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

**ATTACHMENT(S):**

1. [San Juan High School Science Wing Modernization Project CEQA Categorical Exemption and Exhibit](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Nicholas Arps, Director, Facilities, Construction and Modernization

**APPROVED BY:** Frank Camarda, Chief Operations Officer  
Trent Allen, Acting Superintendent of Schools

# Memorandum



**TO:** Nicholas Arps  
 P: (916) 971-5780  
 E: Nicholas.arps@sanjuan.edu

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

**FROM:** Terracon Consultants, Inc.

**DATE:** September 5, 2025

**RE:** San Juan High School Science Wing Modernization Project  
 CEQA Categorical Exemption  
 Terracon Project No: NB25728

## Project Information:

The proposed project is located entirely within San Juan High School's campus at 7551 Greenback Lane (APN: 243-0170-006), in Citrus Heights, California. The project area spans approximately 0.34 acres of a preexisting development within the school's boundaries (**Exhibit 1**). The project scope includes the modernization of the preexisting science wing building on campus.

As the actions associated with the proposed project are not expected to result in a significant environmental impact, it is expected that this project is exempt under the Class I Categorical (Existing Facilities) and Class XIV Categorical Exemption (Minor Additions to Schools), as described in the California Code of Regulations, Title 15, Section 15300 et seq.

## Legal Setting:

### Categorical Exemptions (Cal. Code Regs. tit. 14 § 15300)

Projects that are not expected to result in a significant environmental impact may be Categorically Exempt from the California Environmental Quality Act (CEQA) review. As described in Cal. Code Regs. tit. 14 § 15300, *Section 21084 of the Public Resources Code requires these guidelines to include a list of classes of projects which have been determined not to have a significant effect on the environment and which shall, therefore, be exempt from the provisions of CEQA. In response to that mandate, the Secretary for Resources has found that the following classes of projects listed in this article do not have a significant effect on the environment, and they are declared to be categorically exempt from the requirement for the preparation of environmental documents.*

Like many school-renovation projects, the proposed project is not expected to result in any significant environmental impacts under CEQA. **Table 1** provides an abbreviated CEQA checklist, explaining why the implementation of the proposed project would not result in any significant environmental impacts.



**Table 1. Abbreviated CEQA Environmental Checklist**

Impact Category	Description
<b>Aesthetics</b>	The proposed project would not result in impacts related to scenic vistas or state-listed scenic highways as the nearest scenic location is the California State Route 160, approximately 30 miles southeast of campus. Further, it would not require the installation of equipment that would be inconsistent with previous conditions; and would not result in an impact on Aesthetics.
<b>Agriculture and Forestry Resources</b>	The proposed project would not involve agricultural lands or Prime Farmland.
<b>Air Quality</b>	The proposed project would not result in the exposure of pollutants or odors to sensitive receptors. Although Sacramento County is in nonattainment status for PM-2.5 (2006) and 8-Hour Ozone (2015) criteria pollutants, the proposed project would not result in a significant net increase of such pollutants, nor would the project conflict with the Sacramento Metropolitan Air Quality Management District (SMAQMD)'s ability to comply with any applicable State Implementation Plan (SIP) as the emissions would be associated with the limited use of construction equipment. The equipment required for the modernization of the science wing building would be operated as needed for a limited amount of time.
<b>Biological Resources</b>	The project area is not expected to provide habitat for federally- or state-listed species, nor would it affect a Habitat Conservation Plan (HCP), Natural Community Conservation Planning (NCCP), or other sensitive biological resources.
<b>Cultural Resources</b>	The Science Wing is eligible for listing in the California Register of Historical Resources; however, the proposed project is not anticipated to result in a significant adverse impact. The school campus is not suspected of containing archeological artifacts as the general area has been previously developed. If archeological or cultural resources are discovered onsite, work would cease immediately until consultation and approval to continue work was provided by a qualified archaeologist.
<b>Energy</b>	The proposed project would not result in an impact related to the wasteful or inefficient use of energy since the project will not require the use of equipment with high energy requirements during its operations.



<b>Geology and Soils</b>	The proposed project would not result in geological impacts. Construction would take place on previously developed and disturbed land and would not result in new construction in unsafe soils.
<b>Greenhouse Gas Emissions</b>	Although greenhouse gases would be emitted during project construction, it would not result in a significant impact on the environment, nor would it conflict with a plan, policy, or regulation aimed at reducing greenhouse gas emissions.
<b>Hazards and Hazardous Materials</b>	The proposed project would not involve the use or release of potentially hazardous substances. Abatement of Hazardous Materials Plan (AHMP) will be created prior to project construction to handle potential unexpected encounters with hazardous materials.
<b>Hydrology and Water Quality</b>	Local water quality impacts would be avoided by the usage of routing stormwater Best Management Practices (BMPs) during construction and material staging activities.
<b>Land Use and Planning</b>	The proposed project would not divide an established community, nor would it result in a conflict with a land use plan or zoning ordinance as the project does not modify existing land use.
<b>Mineral Resources</b>	The proposed project would not require the extraction of Mineral Resources.
<b>Noise</b>	The proposed project would not result in the exposure of excessive noise levels. Construction would not take place during the school year. Further, measures such as limiting construction to daytime hours and complying with County noise ordinances would avoid temporary construction-related noise impacts. The project would not result in any permanent noise impacts.
<b>Population and Housing</b>	The proposed project would not involve housing or population growth.
<b>Public Services</b>	The proposed project would not negatively affect public services but instead would improve the school’s ability to accommodate students attending class in the science wing building.
<b>Recreation</b>	The proposed project would not lead to the deterioration of other existing recreational facilities on campus, nor would it involve the construction of new facilities that would result in an adverse physical environmental consequence.



<b>Transportation</b>	While the school is located near a main thoroughfare (Greenback Lane), the proposed project would not have a significant effect on transportation since construction will be small-scale and confined to campus. Furthermore, construction will occur outside of the school year when student traffic patterns will not be affected by the work.
<b>Tribal Cultural Resources</b>	The proposed project would not have a significant adverse impact as the school is an eligible resource; however, if resources are discovered during any ground disturbing activities, work will cease immediately and both federally and state recognized tribes will be contacted.
<b>Wildfire</b>	The proposed project does not involve Wildfire Hazards since the project will not increase fire loading.
<b>Mandatory Findings of Significance</b>	The proposed project does not have the potential to substantially degrade or reduce the habitat of a species or impact known resources. The project would not result in a cumulatively considerable contribution to a cumulative impact.

**Exceptions (Cal. Code Regs. tit. 14 § 15300.2)**

It should be noted that six (6) exceptions are described, which if applicable to a project, would disqualify the project from the usage of a Categorical Exemption. These exceptions are:

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

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

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

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

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

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



**Categorical Exemption Class I – Existing Facilities (Cal. Code Regs.tit. 14 § 15301)**

Class 1 projects are described in § 15301 as the “*operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing or former use.*” The modernization of a preexisting building within San Juan High School’s existing property qualifies as alteration of an existing facility and therefore, fits the description provided in Cal. Code Regs. tit. 14 § 15301.

**Categorical Exemption Class XIV – Minor Additions to Schools (Cal. Code Regs.tit. 14 § 15314)**

Class 14 projects are described in § 15314 as “*minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less.*” The modernization of the science wing building would take place entirely within San Juan High School’s existing property. It would not involve the addition of ten or more classrooms, nor would it increase the school’s student capacity by more than 25%. The proposed project fits the description provided in Cal. Code Regs. tit. 14 § 15314.

**Summary:**

The long-term effects of the proposed project are likely to improve the school’s ability to accommodate students attending class in the science wing building. The project would not result in any significant impacts on the environment (please see **Table 1**). The modernization of the science wing building meets both the description of a Class 1 and Class 14-exempt project as well as the criteria listed in the Exceptions to CEQA Categorical Exemptions. The project area is not located on a hazard waste site or other environmental features of critical concern. The proposed project would not result in a significant impact, nor would it result in a cumulatively considerable contribution to a significant cumulative impact.

The project site is not in the vicinity of a Scenic Highway, and the project would not be expected to impact historical resources. While the science wing is eligible to be listed as a state resource, no significant adverse impact is anticipated as a result of project implementation, and no additional cultural resources are known to exist in the project area. If artifacts or other cultural resources were to be found during construction, work would stop immediately, and a qualified archaeologist would be consulted with before work were to resume.

Considering the data summarized in this memorandum, it is Terracon’s opinion that the San Juan High School Science Wing Modernization Project is Categorically Exempt from CEQA documentation.

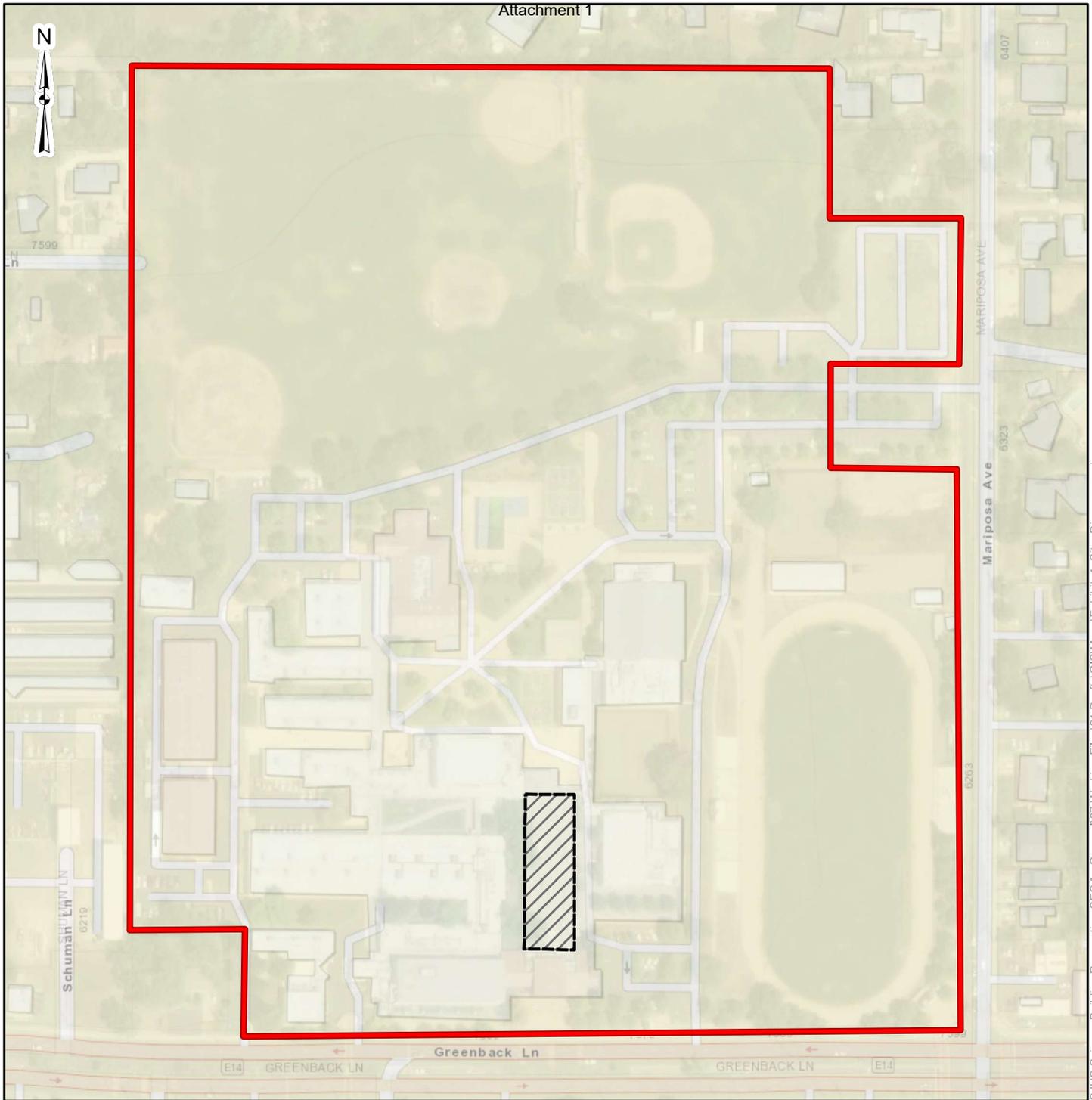
Sincerely,  
**Terracon Consultants, Inc.**

Andrea Gonzalez  
Staff Biologist

J. Hunter Watkins  
Authorized Project Reviewer

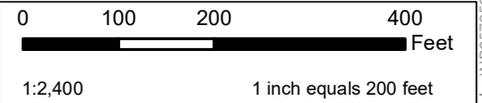
**Enclosures:**

- Exhibit 1 – Project Location
- Notice of Exemption (NOE) Form



**Legend**

- Site Boundary
- Project Area (Approx. 0.34 ac)



DATA SOURCES:  
ESRI WMS - World Aerial Imagery, OpenStreetMap

Project No.:	NB257258
Date:	Sep 2025
Drawn By:	AAG
Reviewed By:	JHW

50 Goldenland Ct, Suite 100 Sacramento, CA 95834  
PH. (916) 928-4690 terracon.com

**SITE DIAGRAM**

San Juan High School  
Science Wing Modernization Project

**Exhibit**

**1**

C:\Users\saagonzalez\OneDrive - Terracon Consultants Inc\NB257258\_SJHS Science Building Renovation CEQA - General\07 Working Files\01 Drafts\GIS\Maps\Exhibit\_1\_Site\_Diagram.mxd

# Notice of Exemption

# Appendix E

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

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

**From:** (Public Agency): San Juan Unified School District  
3738 Walnut Avenue  
Carmichael, CA 95608

(Address)

Project Title: San Juan High School Science Wing Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:

San Juan High School, 7551 Greenback Lane, Citrus Heights, CA 95610

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

Description of Nature, Purpose and Beneficiaries of Project:  
Modernization of science wing building on campus.

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

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

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

- Ministerial (Sec. 21080(b)(1); 15268);
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Cal. Code Regs. tit. 14 § 15301 and 15314
- Statutory Exemptions. State code number: \_\_\_\_\_

Reasons why project is exempt:

Project would not result in a significant environmental impact and is not disqualified by any of the exceptions to CEQA Exemptions.

Lead Agency  
Contact Person: Nicholas Arps Area Code/Telephone/Extension: (916) 971 - 5780

**If filed by applicant:**

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Title: \_\_\_\_\_

Signed by Lead Agency  Signed by Applicant

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

Date Received for filing at OPR: \_\_\_\_\_

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

**AGENDA ITEM:** G.6

**MEETING DATE:** 01/13/2026

**SUBJECT:** Agricultural Career Technical Education Incentive Grant, 2025-2026

**DEPARTMENT:** Community Relations

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the implementation of the following grant (if funded): Agricultural Career Technical Education Incentive Grant, 2025-2026.

**RATIONALE/BACKGROUND:**

The Agricultural Career Technical Education Incentive Grant will provide funds to Casa Roble Fundamental High School to improve quality and implementation of its agricultural vocation education program. The goal of the program is to maintain a high quality, comprehensive agricultural vocation program and ensure a constant source of employable, trained and skilled individuals. Approval by the board is required by the grant funder.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

Funding Source: California Department of Education

Grant Amount: \$11,660

**PREPARED BY:** Robyn Caruso, MSW, Program Specialist, Grants

**APPROVED BY:** Trent Allen, Acting Superintendent of Schools

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

**AGENDA ITEM:** G.7

**MEETING DATE:** 01/13/2026

**SUBJECT:** San Juan Choices Charter School Ongoing Salary Adjustment

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve a minor adjustment to the Testing Coordinator stipend (LREGB R7435) of \$154.

**RATIONALE/BACKGROUND:**

All other San Juan Choices Charter School leadership and school self-study coordinator stipends were previously increased by 5% and captured in the board presentation in October 2025. This adjustment is manageable within the ongoing fund balance. This stipend was not listed in the salary adjustment approved on October 14, 2025.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

Board of Education: 10/14/2025

**FISCAL IMPACT:**

Budget Increase (Stipends)

**PREPARED BY:**

Brent Givens, 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  
Trent Allen, Acting Superintendent of Schools

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

**AGENDA ITEM:** G.8

**MEETING DATE:** 01/13/2026

**SUBJECT:** Ratification of Committee Members

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board ratify the appointment of committee members.

**RATIONALE/BACKGROUND:**

Per the committee bylaws, each individual board member shall appoint and reappoint committee members subject to ratification by a majority vote of the board.

New Appointments:

- Facilities Committee
  - Griff Ryan-Roberts (Perez)
- Community Advisory Committee
  - Aaya Al-Ttaee (Stanekzai)

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** Trent Allen, Acting Superintendent of Schools

**SUBJECT: ELPAC 2024-25 Data Summary Report (Dale) - 7:25 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive a report regarding the 2024-25 ELPAC (English Language Proficiency Assessments for California) Data Summary Report.

**RATIONALE/BACKGROUND:**

This presentation provides an update on the English Learner outcomes for the 24-25 school year as measured by the English Language Learner Proficiency Assessments for California (ELPAC). ELPAC results show language proficiency level overall performance. English Learner Progress Indicator (ELPI) data can be utilized to see growth within and across Levels 1-4.

Data analysis shows:

- ELPAC Overall Performance showed an increase in the amount of students testing at Level 1 proficiency (+3.9%) and a decrease in the number of students performing at Level 2 (-0.7%), Level 3 (-1.5%) and Level 4 (-1.6%).
- ELPI Levels show that the number of students deemed by the state as “making progress” was 46.9%, virtually flat (-0.7%) when compared to the previous year.

Additional data on EL outcomes can be gathered by looking at reclassification data. Looking at student reclassification data tells us who has become fluent in English. An important subset of this data is our Long Term English Learner (LTELs) students and how they are progressing.

Data analysis shows:

- The percentage of ELs that were reclassified rose to 11.3%, an increase of 3.1% from the 2023-24 school year.
- San Juan Unified showed an increase in the number of reclassified students, moving from 716 students reclassified in 2023-24, to 1,039 reclassified in 2024-25.
- The number of LTEL students that were reclassified increased, moving from 39 students reclassified in 2023-24, to 77 students reclassified in 2024-25.
- State dashboard results with regards to LTEL progress moved from a yellow to green rating.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Christopher Smith, Assistant Director, Assessment, Evaluation, and Planning

**APPROVED BY:** Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Trent Allen, Acting Superintendent of Schools



## Board of Education

# 2024-25 End of Year Data Summary English Learners

January 13, 2026

1



## 2024-25 END OF YEAR DATA SUMMARY

- English Learner Enrollment
- English Language Proficiency Assessments for California (ELPAC) and English Language Proficiency Indicator (ELPI)
- Reclassification

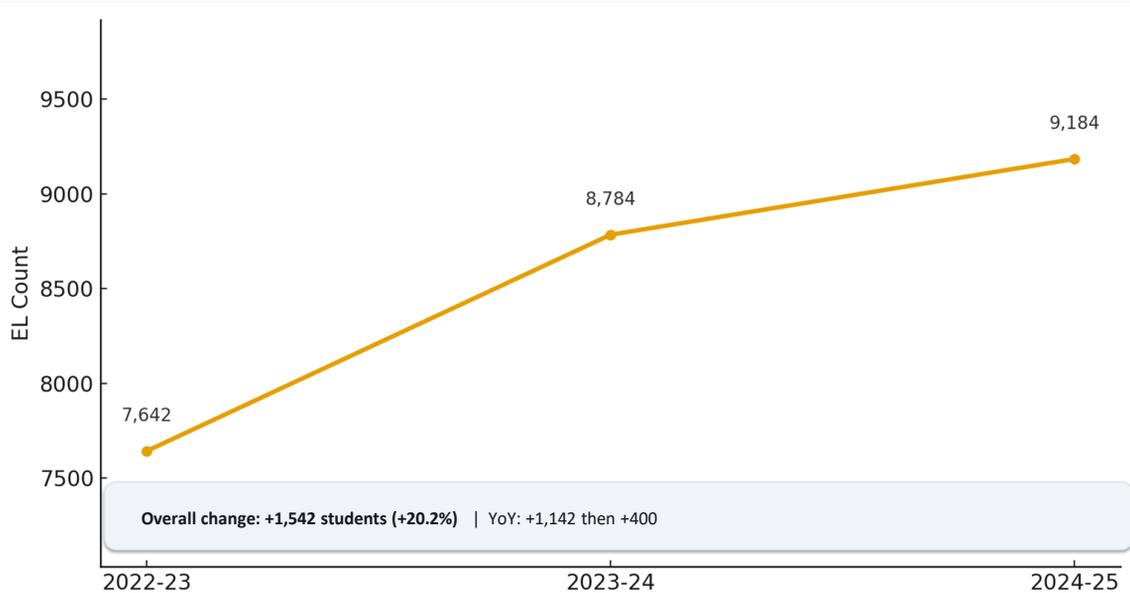
2

## Who are our English Learners?



Year Over Year

## San Juan Unified English Learner (EL) Enrollment



# ENGLISH LANGUAGE PROFICIENCY INDICATOR (ELPI)

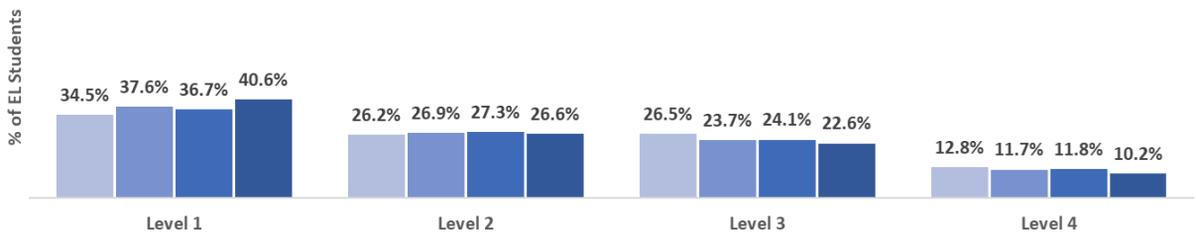


English Learner Progress Indicator (ELPI)

## ELPAC OVERALL PERFORMANCE (Non-Cohorted) FOR YEARS 2022-2025

ELPAC Performance Overall

2021-22 2022-23 2023-24 2024-25

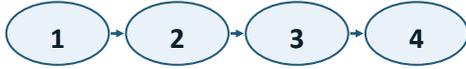


Level 1	Level 2	Level 3	Level 4
<b>Emerging</b> Needs lots of support	<b>Expanding</b> Needs some support	<b>Expanding → Bridging</b> Needs light support	<b>Bridging</b> Mostly independent

# ELPAC and ELPI Levels (Growth Measurement)

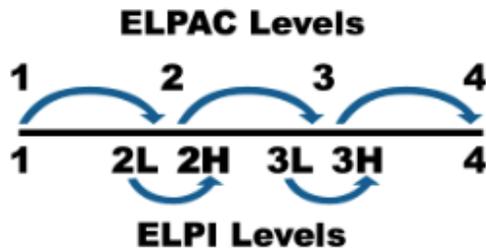
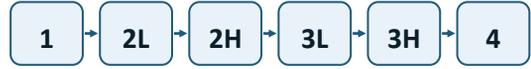
## ELPAC Levels (4)

Summative ELPAC English proficiency levels

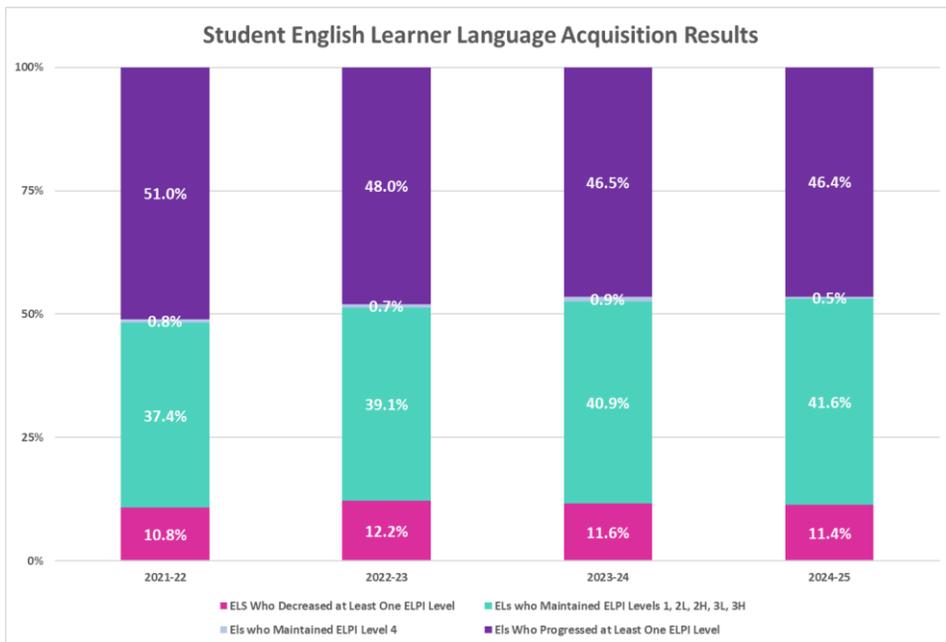


## ELPI Levels (6)

Progress bands used for the "Making Progress Towards English Language Proficiency" indicator



## ELPAC ENGLISH LEARNER PROGRESS INDICATOR



## State Indicator: English Learner Progress (ELPI) English Learners

**46.9%**  
of EL students making progress

**Performance Level: Yellow**

This indicator measures the percentage of current English learners who are making progress toward English language proficiency.



## State Indicator: English Learner Progress (ELPI) Long Term English Learners (LTEL)

**47.2%**  
of Long Term English Learner  
students making progress

**Performance Level: Green**

This indicator measures the percentage of current Long Term English learners who are making progress toward English language proficiency.



# ELPI SCHOOL IMPROVEMENT

## Significant Growth

- Albert Schweitzer
- Louis Pasteur
- Bella Vista
- Mariposa
- Arlington Heights
- Cowan Fundamental
- Mission Ave.
- Gold River
- Arden
- Mira Loma

## Growth

- Barrett
- Charles Peck
- Lichen
- El Camino
- Rio Americano
- Encina
- Skycrest
- Coyle Ave.
- Winston Churchill
- Grand Oaks
- Del Campo

### Improvement

(CA Dashboard Metrics)

Significant Improvement =  
Increased by 10% or more

Improvement =  
increased by 2.0% to  
9.9%

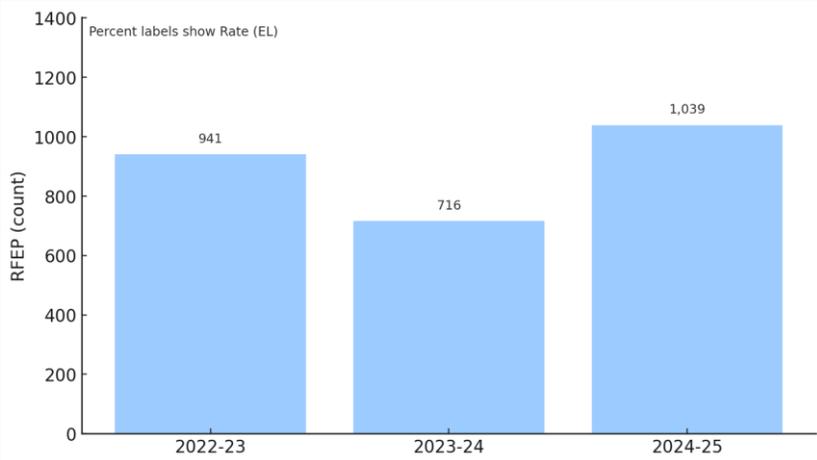
# ENGLISH LEARNER RECLASSIFICATION



**EL STUDENT  
RECLASSIFICATION**

# Reclassification (RFEP) Trend

RFEP counts over time, with reclassification rate labeled on each bar and EL enrollment shown for context.



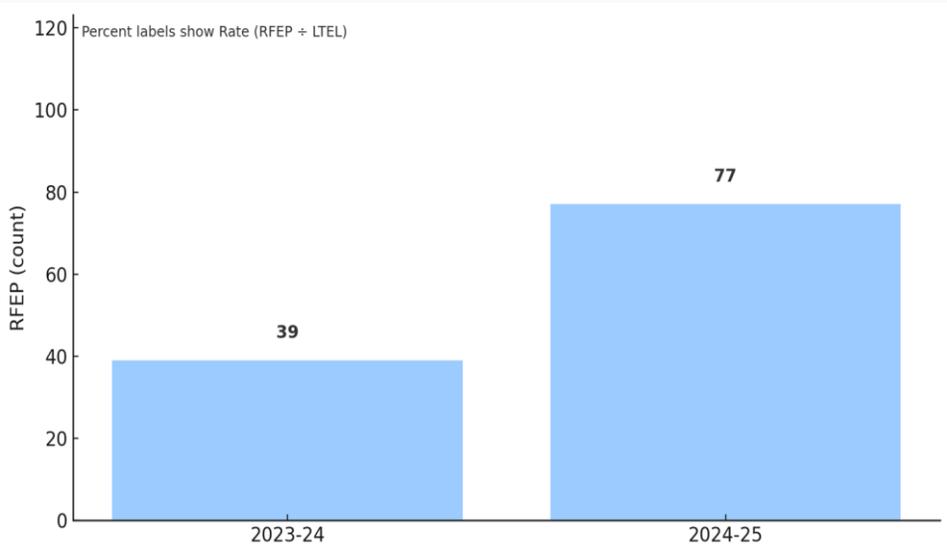
**EL Count:** 2022-23 7,642 | 2023-24 8,784 | 2024-25 9,184

**2022-23**  
**RFEP: 941**  
 Rate (EL): 12.3%  
 EL Count: 7,642

**2023-24**  
**RFEP: 716**  
 Rate (EL): 8.2%  
 EL Count: 8,784

**2024-25**  
**RFEP: 1,039**  
 Rate (EL): 11.3%  
 EL Count: 9,184

# LTEL Reclassification (RFEP)



**2023-24**  
**RFEP: 39**  
 Rate (LTEL): 5.1%  
 LTEL Count: 763

**2024-25**  
**RFEP: 77**  
 Rate (LTEL): 9.7%  
 EL Count: 795

# BOARD QUESTIONS & COMMENTS

**SUBJECT: Multilingual Learner Program Update (Oaxaca) - 7:40 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive a report regarding programs, data and supports pertaining to multilingual learners.

**RATIONALE/BACKGROUND:**

This presentation provides an overview of Multilingual Learner (MLL) programs, instructional models and systemwide supports, with a focus on equitable access to language instruction, instructional quality and progress toward English proficiency and reclassification. Aligned to district strategic priorities, the update highlights how coordinated, cross-department efforts are strengthening outcomes for multilingual learners.

District data reflect continued growth and increasing diversity within the MLL population, prompting a focus on consistent access to designated and integrated English language development (ELD), expansion of high-leverage instructional strategies and strengthened professional learning across elementary, K–8 and secondary sites.

The program provides strong access to language instruction. Designated and integrated ELD services are provided by research-based systems such as EL Achieve and Project GLAD® while targeted support for Long-Term English Learners (LTELs) is provided through specialized secondary programs including ELD IV: Journalism.

Professional learning for teachers, administrators and instructional teams continues to expand, with a focus on high-leverage strategies and instructional coherence while strategies are informed through interim and summative ELPAC data. Key to this work is collaboration across instructional and student support departments to improve placement, scheduling, interventions and family engagement.

Moving forward, efforts will focus on continued implementation of the EL Master Plan, further expansion of professional learning and strengthened communication around reclassification and student progress.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Curriculum, Standards, Instructional & Student Services Committee: 01/07/2026

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

Total Budget: \$25,965,397

Funding Sources: LCFF, state and federal grants

**PREPARED BY:**

Genoveva Mendoza Navarrete, Program Manager, English Learner Program  
Crista Koch, Director, Equity and Student Achievement

**APPROVED BY:**

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



January 13, 2026

# Multilingual Learner Board Update

- Crista Koch, Director, Equity and Student Achievement
- Genoveva Mendoza Navarrete, Program Manager
- Amanda Sandberg, Elementary Program Specialist
- Takoa Raney, Secondary Program Specialist

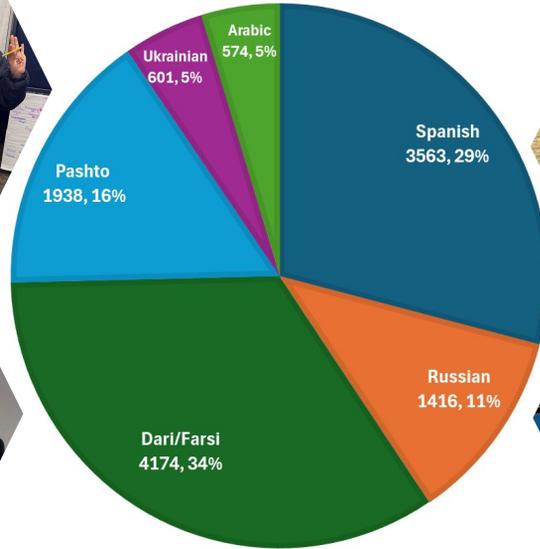
## Agenda

Overview of Presentation



- 01 Student Demographics
- 02 Core Initiatives & Instructional Models
- 03 Cross Department Collaboration
- 04 Building Systemwide Alignment for MLL\* Success  
\*Multilingual Learner

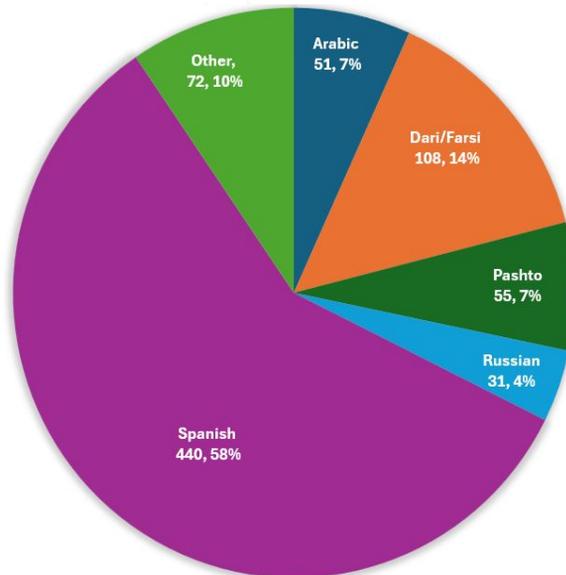
# District Language Diversity



■ Spanish ■ Russian ■ Dari/Farsi ■ Pashto ■ Ukrainian ■ Arabic

# Long-Term English Language Learner (LTEL)

Languages Spoken by Our Students



■ Arabic ■ Dari/Farsi ■ Pashto ■ Russian ■ Spanish ■ Other

# Multilingual Learner (MLL) Demographic Overview

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>EL* count</b>	6,403	6,530	7,642	8,784	9,184	9,070
	16%	17%	20%	23%	23%	23%
<b>Newcomers (0-3 yrs)</b>	3,470	3,894	4,288	4,916	6,175	5,153
	54%	59%	56%	56%	67%	57%
<b>LTEL**</b>	903	1,098	658	758	789	748
	14%	16%	9%	9%	9%	8%
<b>At Risk of LTEL</b>	1,215	1,322	959	934	942	1,299
	19%	20%	12%	11%	10%	14%

\*English Learner

\*\*Long Term English Learner

5

# Integrated and Designated English Language Development (ELD)

Providing Robust Access to Language Instruction

<i>A Comprehensive Approach to English Language Development</i>		
	<b>Integrated ELD</b>	<b>Designated ELD</b>
<b>TIME</b>	Embedded within all content areas across the instructional day	Specific protected time during the instructional day
<b>FOCUS</b>	Content of the lesson with language support  Ex: Students engage in partner discussion in Math using academic language	Language skills in all 4 domains (reading, writing, listening, and speaking) that can be transferred across contexts  Ex: Students will use a range of present tense verbs and nouns to describe the desert.
<b>STANDARDS</b>	State content standards are used in tandem with the ELD standards	ELD standards

6

# Guided Language Acquisition Design (Project GLAD®) Expansion

## System-Level Work for Integrated ELD

- Elementary and K-8 teams completed summer training, with educators from 15 sites participating
- Focus on oral language, structured engagement, and scaffolding
- Integration with district instructional priorities (CFU + engagement)
- GLAD-trained teachers providing model lessons and peer support
- Secondary Integrated Project GLAD, will launch in February, with participation from 15 secondary sites across the district

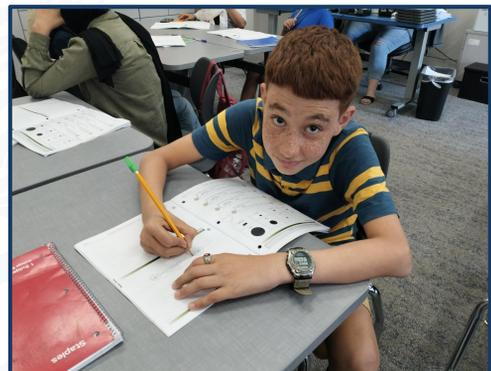


7

# EL Achieve Systematic ELD

## Elevating Designated ELD Instruction

- Serving 46 schools districtwide
  - Including 15 newly added sites this year
- Implemented in:
  - 33 Elementary/K-8 schools
  - 8 Middle Schools
  - 5 High Schools
- Driven by student's English proficiency levels
- Provides consistent, research-based language instruction for all ML students
- Training consists of a 5-day teacher institute and a 3-day administrator series



8

# Center for Equity of English Learners (CEEL) Curriculum: Journalism Pilot Sites

## ELD IV: Academic Language Through Journalism

- Supports Long-term English Learner (LTEL) students through real-world journalism
- Builds interviewing, research, drafting, and editing skills
- Strengthens oral language, and academic vocabulary



### Katherine Johnson Middle School

- 2 periods, hosted parent night



### El Camino Fundamental High School

- 1 period; First publication: *Gratitude Podcast*



### Mesa Verde High School

- 1 class, Block 2, Integrated media platforms



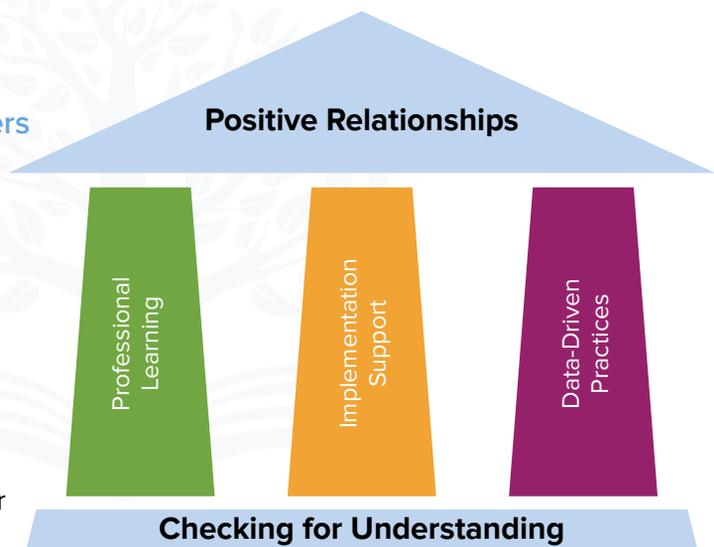
### Mira Loma High School

- 1 period this school year

# English Language Proficiency Assessment for California (ELPAC) Interim Assessments

## Monitoring Progress & Informing Instruction for Multilingual Learners

- Professional learning and training embedded in every ELD Network\* starting in September
- Our team provides on site support for assessment administration & data analysis
- 34 sites have administered at least **one** Interim Assessment for ELPAC



\*ELD Teacher Meetings

# Cross Department Collaboration

Support for Access and Equity

- Monthly Access to ELD services
- Access to Interim ELPAC
- Compliance of Summative ELPAC



- Co-facilitating site PL
- Shared data analysis
- Integrated Instructional Strategies at sites
- Reading Difficulties Screener ALT Process



- Supporting Students and Families
- Building knowledge of school psychologists, social workers



- Placement of MLL Students
- Master Schedule
- AB2121
- International Transcripts
- Tier Interventions



- Building knowledge of SPG coaches
- Using ELlevation platform as a 3rd data point
- Leadership Cadre



# Building Systemwide Alignment for MLL Success

ELPAC Interim Assessments (IA)



Leveraging the ELPAC IAs for Instructional Insight & Coherence

LTEL & At Risk LTEL Outreach



Clear & Routine Communication with Leaders & Practitioners

Monthly Networks for ELD Practitioners



Self-Selected Breakouts for Targeted Learning and Collaboration

English Learner Master Plan



Unifies Compliant, Equity-driven Practices to Advance Student Success

*Intentional collaboration drives meaningful access and intellectually rich, standards-based instruction that develops high levels of English proficiency for our learners.*

**SUBJECT: Update on Board Policy 5131.8: Mobile Communication Devices (Allen) - 8:00 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive an update on the implementation of Board Policy 5131.8: Mobile Communication Devices.

**RATIONALE/BACKGROUND:**

In May of 2025, the board adopted Board Policy 5131.8 in alignment with AB 3216 to restrict student use of mobile devices in school settings. The adopted policy restricts student use of mobile devices in classroom settings as a minimum but also provided a route for schools to enact restrictions during non-instructional time as well.

As of December, all but four of the district's schools had reviewed their existing practice or adopted and implemented a new practice to restrict student use of mobile devices in alignment with the board policy. Of those, many elementary sites already had practices in place or chose to enact practices that restricted the use of mobile devices outside of instructional time.

A survey of students (in grades 6-12), teachers, classified staff, administrators and parent's/guardians, revealed that the majority of respondents believe the policy has improved school climates, increased safety and reduced classroom distractions. Concerns remain around the consistent enforcement of restrictions and the ability of students and families to connect when needed throughout the school day.

Staff will continue to monitor implementation of the policy and consider recommendations for policy revisions this spring.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Board of Education: 10/22/2024 (Discussion); 05/13/2025 (Policy Adoption)

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 10/14/2024, 03/31/2025, 05/05/2025, 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Trent Allen, APR, Chief of Staff

**APPROVED BY:** Trent Allen, APR, Acting Superintendent of Schools



Update

# MOBILE DEVICE POLICY

Jan. 13, 2026

## REMEMBERING OUR WHY

### Not a simple question

Research on the use of cellphones in schools points to an issue with multiple potential impacts

#### Academic Performance

- Mixed findings
- Potential for impacts to differ among student groups

#### Classroom Behaviors

- Increased difficulty focusing
- Opportunities for academic dishonesty

#### Safety

- Links to social isolation and mental wellness
- Impacts cyberbullying and on campus incidents

# AB 3216



### Requires a Policy

"...to limit or prohibit the use by pupils of smartphones..."



### Involves Stakeholders

Requires stakeholder participation to develop, review and update.



### Addresses Use During The Full Day

"... while the pupils are at a school site or while the pupils are under the supervision and control of an employee."



### Limits When Phones Can Be Prohibited

Exemptions for emergencies, when permission is given, with a doctor's note or when included in an IEP.



### Must Be Updated

The policy must be reviewed and updated every five years.



### Must be Completed by 2026

All districts must have an initial policy in place by July 1, 2026 but may implement earlier if prepared.



## ThoughtExchange THEMES

Group A

### Restrict devices during school hours

- Distraction
- Negative impact on learning
- Contribute to bullying
- Communication with families can be done through the office

#### COMMON GROUND

### Restricted use with clear policies

- There should be a policy
- Balance a focused learning environment with emergency access
- Clear guidelines for enforcement

Group B

### Allow devices for safety and emergencies

- Needed for safety
- Specific student health needs
- Communication with families in critical situations

# ADOPTED BOARD POLICY AND ADMIN REGULATION

- Restricts student use of mobile devices during instructional time
- Allows for appropriate exemptions
- Permits sites to adopt specific practice for implementation and enforcement
- Allows sites to expand restrictions to non-instructional time

**THIS IS A DRAFT POLICY FOR PUBLIC REVIEW AND FEEDBACK. PROVIDE FEEDBACK AT: <https://www.sjuunified.edu/feedback>**

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant educational partner participation to ensure that the policy is responsive to the unique needs and desires of the school community.

**THIS IS A DRAFT POLICY FOR PUBLIC REVIEW AND FEEDBACK. PROVIDE FEEDBACK AT: <https://www.sjuunified.edu/feedback>**

**BP 5131.8 - Mobile Communication Devices**

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning but could be harmful and disruptive of the instructional program and detrimental to student mental health and wellbeing in some circumstances.

Students may use smartphones and other smart mobile communication devices only as permitted under this policy.

Unless permitted to do so by a district employee, students shall not use smartphones or other mobile communication devices while at a school site during school hours.

This policy shall not prohibit a student from possessing or limited use of a mobile communication device under any of the following circumstances: (Education Code 49001.5, 49001.7)

1. In the case of an emergency, or in response to a perceived threat of danger;
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator;
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.

The Superintendent or designee may undertake measures or strategies in accordance with law to limit student access to smartphones and other mobile communication devices on campus. (Education Code 49001.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student or the student's parent/guardian, except pursuant to a lawfully issued warrant, or when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a smartphone or other mobile communication device in an unauthorized manner while at a school site or under the supervision of a district employee, the student may be disciplined and the district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or parent/guardian, or turned over to the principal or designee, as appropriate. A student may be banned from bringing a device on campus after multiple violations.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities including but not limited to acts of harassment or cyberbullying.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

# IMPLEMENTATION

34

Schools with existing practices

28

Schools with new practices for 2025-26

3

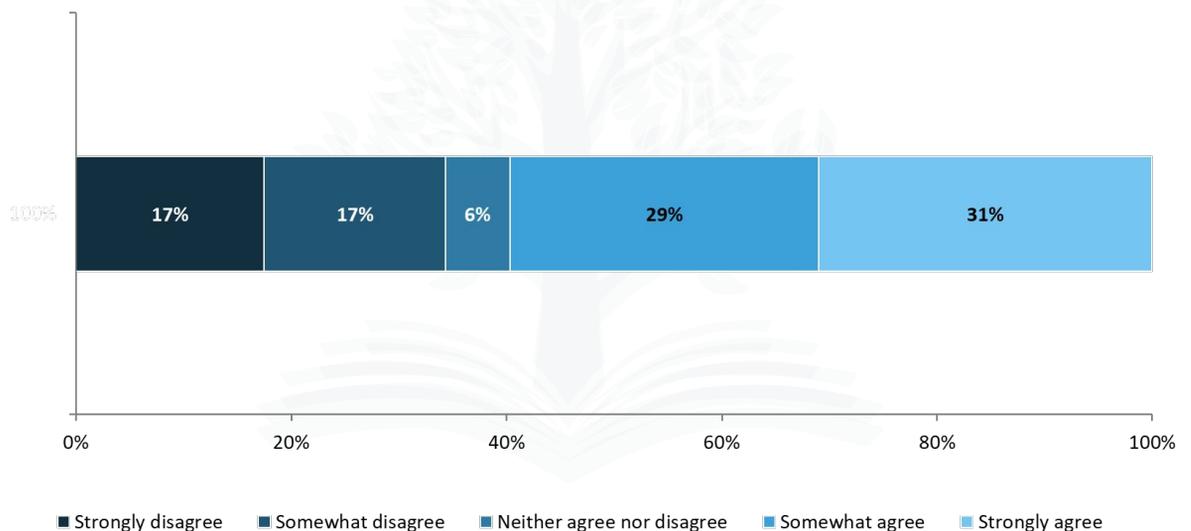
Schools Expecting to Implement in January

WONDERINGS & CONCERNS

Enforcement will be  
challenging and time  
consuming

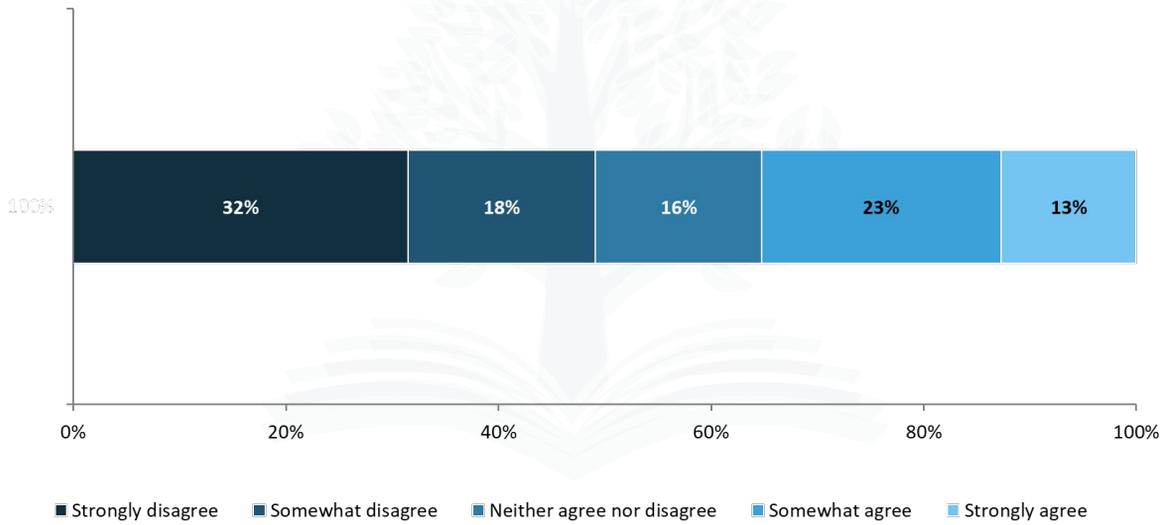
SURVEY SAID ...

Enforcing rules about cell phones and mobile devices is challenging.



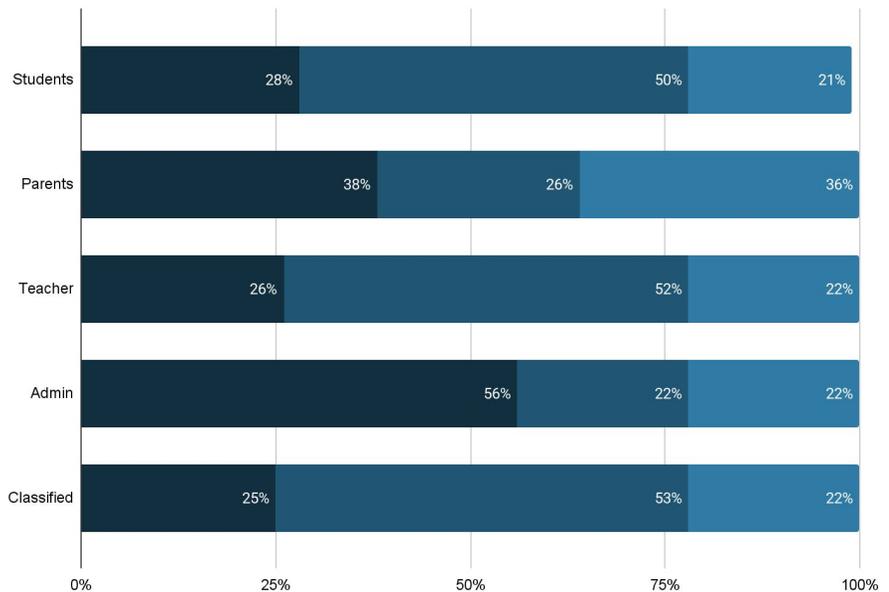
# SURVEY SAID ...

A significant amount of my work time is used to enforce rules about cell phones and mobile devices.



# SURVEY SAID ...

- Agree
- Disagree
- Unsure



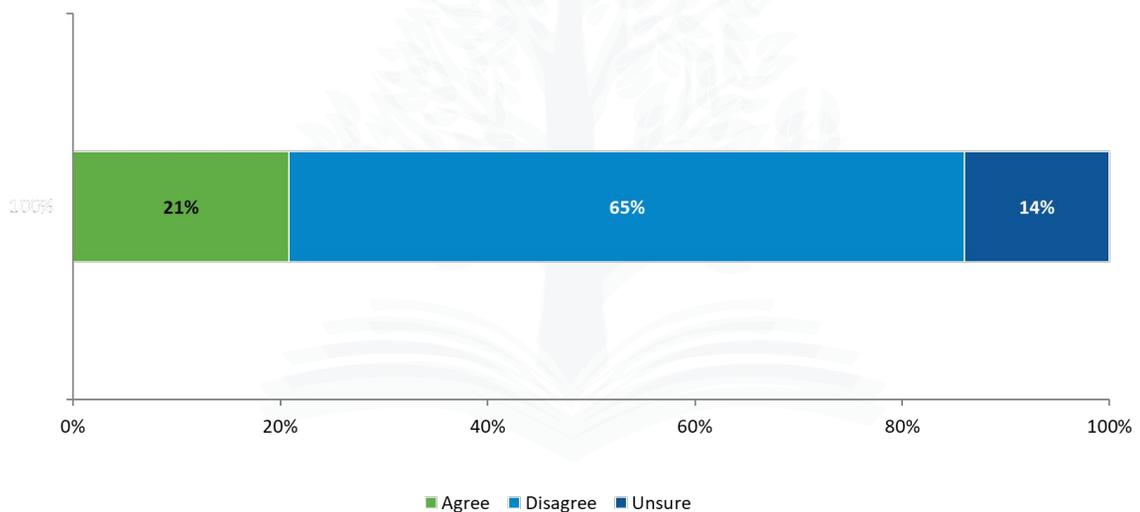
**Restrictions are implemented and enforced the same way in each classroom.**

WONDERINGS & CONCERNS

# Will parents/guardians and students be able to stay in contact?

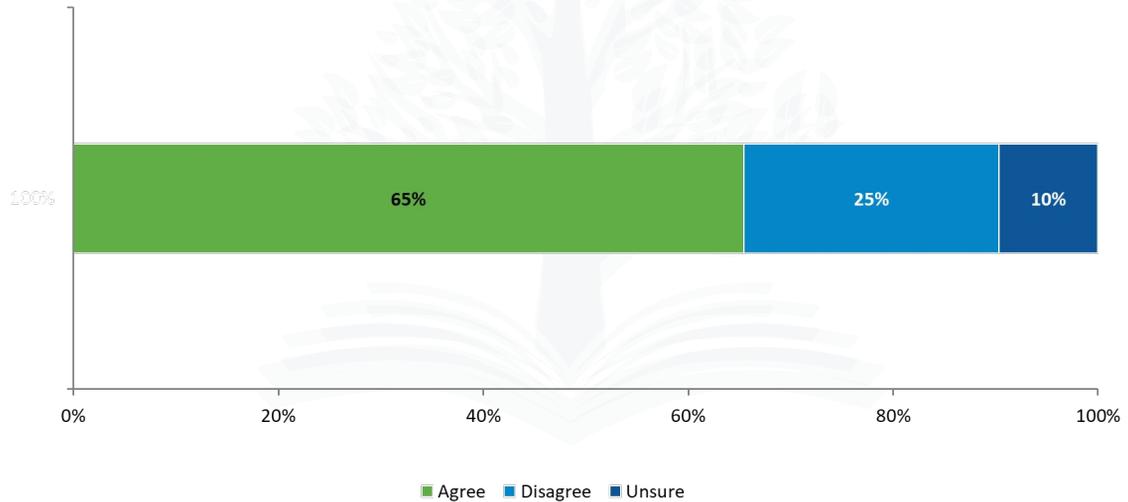
## STUDENTS SAID ...

**With restrictions in place, I am able to maintain contact for important matters with my parent/guardian and other family members during the school day.**



## PARENTS/GUARDIANS SAID ...

**With restrictions in place, I am able to maintain contact for important matters with my student during the school day.**



13

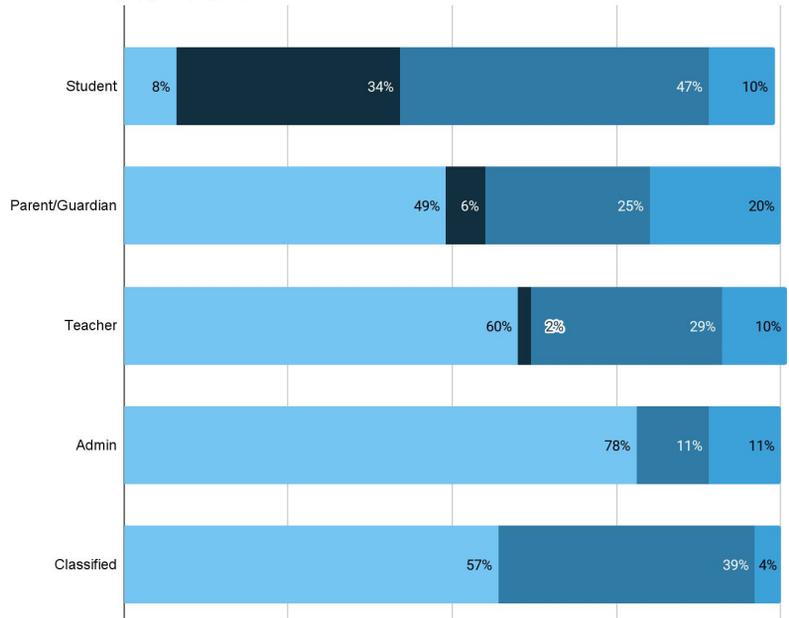
### WONDERINGS & CONCERNS

What impact will there be to safety and campus culture?

14

# SURVEY SAID ...

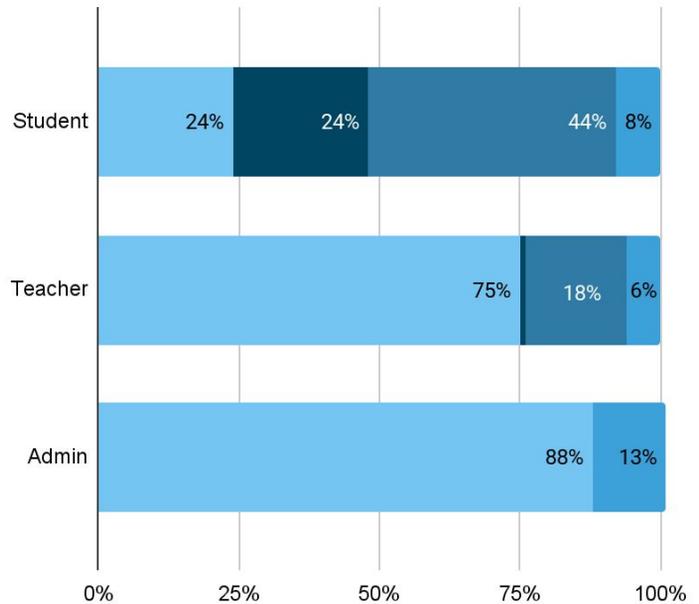
- Better
- Worse
- About the Same
- Not Sure



**With restrictions in place, the overall campus climate is . . .**

# SURVEY SAID ...

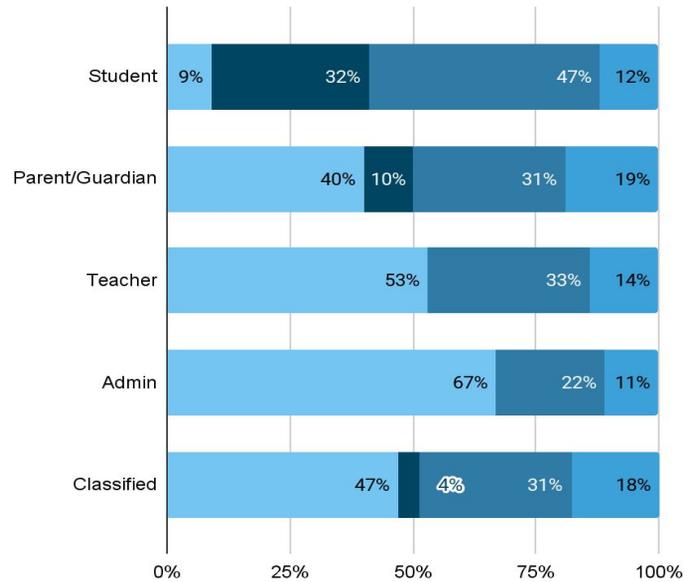
- Fewer
- More
- No Change In
- Not Sure



**With restrictions in place, there are \_\_\_\_\_ classroom distractions.**

# SURVEY SAID ...

- Safer
- Less Safe
- Seen No Change to Safety
- I'm Not Sure



**With restrictions in place,  
the school is . . .**

## WONDERINGS & CONCERNS

What would happen if schools restricted use outside the classroom too?

## SURVEY SAID ...

- **Improved Social Interactions and Peer Relationships**

*"Students are being much more social and interacting with one another, including adults."*

- **Enhanced Academic Focus and Reduced Distraction**

*"It has helped the students be more focused on the learning tasks instead of everything on their phones."*

- **Reduction in Bullying and Social Media Drama**

*"The amount of bullying and fighting has drastically decreased."*

- **Improved School Safety and Climate**

*"Fewer distractions in class. Overall better climate."*

- **Challenges with Enforcement**

*"Kids are still sneaking phones. it's impossible to enforce the rule 100% of the time; it's not due to lack of effort."*

## NEXT STEPS

### **Continue Monitoring Implementation**

- Consider how to strengthen uniform enforcement and practices across classrooms
- Ensure ability of families to connect during the school day

### **Consider recommendations for policy revisions**

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

**AGENDA ITEM:** I.4

**MEETING DATE:** 01/13/2026

**SUBJECT:** Annual Policy Review (Gaddis) - 8:20 p.m.

**DEPARTMENT:** Legal Services

**ACTION REQUESTED:**

**Discussion:** The superintendent is recommending that the board discuss the following board policies (BP): BP 3430 Investing (Sacramento County’s investment policy, on which the district’s board policy is based, is included for the board’s review), BP 5116.1 Intradistrict Open Enrollment, BP 6020 Parent Involvement and BP 6145 Extracurricular and Cocurricular Activities. Action anticipated: 01/27/2026.

**RATIONALE/BACKGROUND:**

Board Bylaw 9310, in accordance with state and local law, requires an annual review of certain board policies.

- Government Code section 53646 recommends an annual review of the district’s investment policy (BP 3430, last updated by the board on January 28, 2025). To do so necessitates a review of Sacramento County’s investment policy (on which the district’s board policy is based).
- Title 20 United States Code section 6318 requires an annual review of the district’s parental involvement policy (BP 6020, last updated by the board on January 28, 2025).
- Education Code section 35160.5 requires the Board of Education to annually review policies on student participation in extracurricular/cocurricular activities (BP 6145, last updated by the board on February 9, 2021) and on open enrollment (BP 5116.1, last updated by the board on February 15, 2022).

Staff has reviewed these board policies and is recommending revisions to BP 6020 Parent Involvement. The changes reflect a collaboration with parents to meet the Federal Program Monitoring (FMP) set by the California Department of Education (CDE).

**ATTACHMENT(S):**

1. [Board Policy 3430 Investing](#)
2. [Sacramento County Investment Policy 2025](#)
3. [Board Policy 5116.1 Intradistrict Open Enrollment](#)
4. [Board Policy 6020 Parent Involvement \(revisions\)](#)
5. [Board Policy 6145 Extracurricular And Cocurricular Activities](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Fhanysha Clark Gaddis, J.D., MPP, General Counsel

**APPROVED BY:** Trent Allen, Acting Superintendent of Schools

**Policy 3430: Investing**

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 01/28/2025 | Last Reviewed Date:  
01/28/2025**Investing**

The superintendent or designee may invest as permitted by law all or part of the special reserve fund of the district or any surplus monies not required for the immediate necessities of the district. Such investments must be made with care, skill, prudence and diligence. (Education Code section 41015; Government Code sections 16430, 53601, 53609, 53635)

The Governing Board recognizes that the district's chief financial officer has fiduciary responsibility for any funds invested outside the county treasury and is subject to prudent investor standards for investment decisions. As such, the chief fiscal officer shall act with care, skill, prudence, and diligence under the prevailing circumstances, including but not limited to the general economic conditions and the anticipated needs of the district. The investment objectives shall be to first safeguard the principal of the funds, then to meet the district's liquidity needs and, third, to achieve a return on the funds. (Government Code sections 53600.3, 53600.5) Reports of funds invested outside the county treasury shall be provided to the board monthly.

The board recognizes the importance of overseeing investments made with district funds, including investments by the county treasurer. The superintendent or designee shall maintain ongoing communication with any county committee established for the purpose of overseeing county investments. In addition, the superintendent or designee shall keep the board informed about county policies that guide the investment of these funds.

The superintendent or designee may annually provide to the board and any oversight committee a statement of the district's investment policy which the board shall consider at a public meeting. Any changes in the policy shall also be considered by the board at a public meeting. In accordance with law and administrative regulations, the superintendent or designee may also provide the board quarterly reports with specified components, including a statement of how the district portfolio compares with the district's investment policy. (Government Code section 53646)

**Debt Management**

This debt policy sets forth a set of comprehensive guidelines for short-term and long-term debt. It is the objective of this policy to incorporate the new Local Debt Policy requirements of Government Code section 8855(i) into the district's previously existing policy.

The district's capital planning goals and objectives (Government Code section 8855(i)(1)(D)) are as follows:

1. The district shall obtain financing only when necessary or desirable as determined by the Board of Education.
2. The district will identify the appropriate timing and amount of debt or other financing needs as required.
3. The district will pursue efficient debt issuance strategies and obtain favorable interest rates and other costs in issuing the debt.

The superintendent or designee, chief financial officer, and director of fiscal services will have the primary responsibility for developing financing recommendations and ensuring the implementation of this debt policy.

The responsibilities include:

1. Reviewing the district's capital improvement program and consider the need for financing to maintain the progress on the capital improvement program.
2. Developing a Request for Proposal (RFP) that will be used in the selection of bond counsel, financial advisor and/or underwriter if necessary.
3. Selecting the financing participants for each debt issue, ensuring the debt issue is integrated with the district's overall financing program, approving the structure of each debt issue, and reviewing and approving all documentation for each issue.
4. Overseeing the preparation of the information for the official statement for debt issues.
5. Meeting as necessary in preparation for a financing or to review changes in state or federal laws or regulations.
6. Preparing all information for the bond rating agencies and making presentations as necessary.
7. Administering post debt issuance responsibilities, including the investment and expenditure of the debt proceeds, compliance with annual reporting requirements, and taking steps to help ensure that debt payments are made on time.
8. Ensuring that the arbitrage requirements are monitored and that the appropriate reports are filed with the federal government.
9. Implementing and managing internal control procedures to ensure that the proceeds of proposed debt will be directed to the intended use. (Government Code section 8855(i)(1)(E))

### **Bond Counsel**

The district will seek the legal advice of the bond counsel on questions involving state and federal law on proposed and outstanding debt issuances. Bond counsel will prepare the resolutions, legal documents, and opinions necessary for delivery of a valid debt issuance. The bond counsel will determine the district's compliance with all applicable laws and procedures for issuing debt. At the district's discretion, bond counsel may also serve as disclosure counsel, and prepare the documents traditionally performed in this capacity including delivery of the Official Statement, Bond Purchase Agreement, and Notice of Sale, and Continuing Disclosure Agreement. The bond counsel will

perform other services as defined by the contract approved by the district.

### **Financial Advisor/Underwriter**

District staff will seek the advice of a financial advisor and/or underwriter when necessary. The financial advisor will advise on the structuring of the debt obligations that will be issued, inform the district of the options available for each issue, advise the district as to how choices will impact the marketability of the district's obligations, and provide other services as defined by the contract approved by the district.

### **Use of Short- and Long-Term Debt**

The district's debt policy for the use of Short-Term Operating Debt and Long-Term Capital Debt (Government Code section 8855(i)(1)(A)) is provided below.

#### **1. Short-Term Debt**

Internal interim financing - In order to defer the issuance of debt obligations, when sufficient non-restricted funds are on hand, consideration will be given to appropriating them to provide interim financing for large construction projects. When the debt obligation is subsequently issued, the non-restricted funds will be repaid.

External interim financing - Expenditures associated with the day-to-day operations of the district will be covered by current revenues. However, because the district does not receive its revenues in equal installments each month and the largest expenditures occur in equal amounts, the district may experience temporary cash shortfalls. To finance these temporary cash shortfalls, the district may incur short-term operating debt, typically, tax and revenue anticipation notes (TRANS). The district will base the amount of the short-term operating debt on cash flow projections for the fiscal year and will comply with applicable federal and state regulations. The district will pledge operating revenues to repay the debt, which will be repaid in one year or less. The district will minimize the cost of the short-term borrowings to the extent possible and may participate in pooled TRANS to meet this goal.

#### **2. Long-term Capital Debt**

Prior to issuing debt, the district will examine the relationship of the debt to be issued with the consideration to its capital improvement plan. (Government Code section 8855(i)(1)(C)) It will consider the following factors as part of its evaluation:

- a. The district will not use long-term obligations for operating purposes.
- b. The weighted average maturity will not exceed 120 percent of the remaining expected useful life of the project financed.
- c. The district will structure debt in a manner that maximizes debt proceeds, minimizes interest costs, and allows for future debt issuances. The debt structure will also reflect the financing needs and projected ability to make debt payments through the repayment of the debt issued.
- d. The district will not issue unfunded long-term debt in excess of 3 percent of annual general fund revenues, unless there is a dedicated tax levy, surplus property sale, fixed lease payments from another public agency or redevelopment revenue stream committed to service the debt.

## **Types of Debt**

Described below are the types of debt that may be issued under this debt policy. (Government Code section 8855(i)(1)(B))

1. General obligation bonds, lease revenue bonds, certificates of participation, lease purchase transactions, land secured financings, and bond, lease or grant anticipation notes that may be issued to finance significant capital improvements. The district will primarily rely on the issuance of general obligation bonds to fund its capital projects. All projects financed by general obligation bonds will be determined by the district's project list approved by the voters, the constraints of applicable law, and district's priorities.

Whenever the option exists to offer an issue either for competition or negotiation, the superintendent or designee, the chief financial officer, and director of fiscal services will undertake an analysis of the options to aid in the decision-making process.

2. Refundings

The district will consider refunding debt whenever an analysis indicates the potential for present value savings of approximately four percent of the principal being refunded or at least \$200,000. The financial advisor will compute the economic gain or loss on the refunding and the superintendent or designee, the chief financial officer, and director of fiscal services will verify the computation.

3. Capital Leases

Capital leasing is an option for the acquisition of equipment or other assets with a cost of less than \$500,000.

The district will not consider leasing when there are available funds on hand for the acquisition unless the interest expense associated with the lease is less than the interest that can be earned by investing the funds on hand or when other factors such as budget constraints override the economic consideration.

When a lease is arranged with a private sector entity, the district will seek a tax-exempt rate. When a lease is arranged with a government or other tax-exempt entity, the district will try to obtain an explicitly defined taxable rate so that the lease will not be counted in the district's total annual borrowings subject to arbitrage rebate.

The lease agreement will permit the district to refinance the lease at no more than reasonable cost. A lease that can be called at will is preferable to one that can merely be accelerated.

## **Method of Sale**

When feasible and economical, the district may issue bonds either by competitive or negotiated sale. Whenever the option exists to offer an issue either for competition or negotiation, the superintendent or designee, the chief financial officer, and director of fiscal services will undertake an analysis of the options to aid in the decision-making process.

District staff may use a private placement by obtaining at least three competitive proposals. In evaluating the proposals, the net present value of the competitive bids will be compared, taking into account how and when the payments are made. If required by statute, the purchase price of

equipment will be competitively bid.

### **Bond Rating**

District staff will monitor its credit ratings, and provide all information relevant for the purposes of obtaining, maintaining, and improving its credit ratings.

### **Arbitrage Liability Management**

The district will make every effort to minimize the cost of the arbitrage rebate and yield restriction while strictly complying with the law. The federal arbitrage law is intended to discourage entities from issuing tax exempt obligations unnecessarily. In complying with the spirit of the law, the district will not issue obligations except for identifiable projects with very good prospects of timely initiation. Obligations will be issued as closely in time as feasible to the time contracts are awarded so as to minimize the time the debt proceeds are unspent.

The district's bond counsel and financial advisor will review, in advance, all arbitrage rebate payments and forms sent to the IRS.

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**SACRAMENTO COUNTY**

**Annual Investment Policy  
of the Pooled Investment Fund**

**CALENDAR YEAR 2025**

*Approved by the  
Sacramento County Board of Supervisors*

December 3, 2024  
Resolution No. 2024-0908

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SACRAMENTO COUNTY  
**Annual Investment Policy**  
**of the Pooled Investment Fund**  
CALENDAR YEAR 2025

**I. Authority**

Under the Sacramento County Charter, the Board of Supervisors established the position of Director of Finance and by ordinance will annually review and renew the Director of Finance’s authority to invest and reinvest all the funds in the County Treasury.

**II. Policy Statement**

This Investment Policy (Policy) establishes cash management and investment guidelines for the Director of Finance, who is responsible for the stewardship of the Sacramento County Pooled Investment Fund. Each transaction and the entire portfolio must comply with California Government Code and this Policy. All portfolio activities will be judged by the standards of the Policy and its investment objectives. Activities that violate its spirit and intent will be considered contrary to the Policy.

**III. Standard of Care**

The Director of Finance is the Trustee of the Pooled Investment Fund and therefore, a fiduciary subject to the prudent investor standard. The Director of Finance, employees involved in the investment process, and members of the Sacramento County Treasury Oversight Committee (Oversight Committee) shall refrain from all personal business activities that could conflict with the management of the investment program. All individuals involved will be required to report all gifts and income in accordance with California state law. When investing, reinvesting, purchasing, acquiring, exchanging, selling and managing public funds, the Director of Finance shall act with care, skill, prudence, and diligence to meet the aims of the investment objectives listed in Section IV, Investment Objectives.

**IV. Investment Objectives**

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

**A. Safety of Principal**

The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they be from securities default or erosion of market value.

**B. Liquidity**

As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the Director of Finance to meet all operating requirements that may be reasonably anticipated in any depositor's fund.

**C. Public Trust**

In managing the Pooled Investment Fund, the Director of Finance and the authorized investment traders should avoid any transactions that might impair public confidence in Sacramento County and the participating local agencies. Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

**D. Maximum Rate of Return**

As the fourth objective, the Pooled Investment Fund should be designed to attain a market average rate of return through budgetary and economic cycles, consistent with the risk limitations, prudent investment principles and cash flow characteristics identified herein. For comparative purposes, the State of California Local Agency Investment Fund (LAIF) and similarly-sized California county pools will be used as performance benchmarks.

**V. Pooled Investment Fund Investors**

The Pooled Investment Fund investors are comprised of Sacramento County, school and community college districts, districts directed by the Board of Supervisors, and independent special districts and joint powers authorities whose treasurer is the Director of Finance. Any local agencies not included in this category are subject to California Government Code section 53684 and are referred to as outside investors.

**VI. Implementation**

In order to provide direction to those responsible for management of the Pooled Investment Fund, the Director of Finance has established this Policy and will provide it to the Oversight Committee and render it to legislative bodies of local agencies that participate in the Pooled Investment Fund. In accordance with California Government Code section 53646, et seq., the Board of Supervisors shall review and approve this Policy annually at a public meeting.

This Policy provides a detailed description of investment parameters used to implement the investment process and includes the following: investable funds; authorized instruments; prohibited investments; credit requirements; maximum maturities and concentrations; repurchase agreements; Community Reinvestment Act Program; criteria and qualifications of broker/dealers and direct issuers; investment guidelines, management style and strategy; Approved Lists; and calculation of yield and costs.

**VII. Internal Controls**

The Director of Finance shall establish internal controls to provide reasonable assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, or misuse. To assist in implementation and internal controls, the Director of Finance has established an Investment Group and a Review Group.

The Investment Group, which is comprised of the Director of Finance and his/her designees, is responsible for maintenance of the investment guidelines and Approved Lists. These guidelines and lists can be altered daily, if needed, to adjust to the ever-changing financial markets. The guidelines can be more conservative or match the policy language. In no case can the guidelines override the Policy.

The Review Group, which is comprised of the Director of Finance and his/her designees, is responsible for the monthly review and appraisal of all the investments purchased by the Director of Finance and staff. This review includes bond proceeds, which are invested separately from the Pooled Investment Fund and are not governed by this Policy.

The Director of Finance shall establish a process for daily, monthly, quarterly, and annual review and monitoring of the Pooled Investment Fund activity. The following articles, in order of supremacy, govern the Pooled Investment Fund:

1. California Government Code
2. Annual Investment Policy
3. Current Investment Guidelines
4. Approved Lists (see page 9, Section IX.K)

The Director of Finance shall review the daily investment activity and corresponding bank balances.

Monthly, the Review Group shall review all investment activity and its compliance to the corresponding governing articles and investment objectives.

All securities purchased, with the exception of bank deposits, money market mutual funds, and LAIF, shall be delivered to the independent third-party custodian selected by the Director of Finance. This includes all collateral for repurchase agreements. All trades, where applicable, will be executed by delivery versus payment by the designated third-party custodian.

**VIII. Sacramento County Treasury Oversight Committee**

In accordance with California Government Code section 27130 et seq., the Board of Supervisors, in consultation with the Director of Finance, has created the Sacramento County Treasury Oversight Committee (Oversight Committee). Annually, the Oversight Committee shall cause an audit to be conducted on the Pooled Investment Fund. The meetings of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign of a candidate for the office of local treasurer, or contributed to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the county treasury, in the previous three years or during the period that the employee is a member of the Oversight Committee. A member may not directly or indirectly raise money for a candidate for local treasurer or a member of the Sacramento County Board of Supervisors or governing board of any local agency that has deposited funds in the county treasury while a member of the Oversight Committee. Finally, a member may not secure employment with, or be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms, with whom the treasurer is doing business during the period that the person is a member of the Oversight Committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers or dealers, or impinge on the day-to-day operations of the Department of Finance treasury and investment operations.

## **IX. Investment Parameters**

### **A. Investable Funds**

Total Investable Funds (TIF) for purposes of this Policy are all Pooled Investment Fund moneys that are available for investment at any one time, including the estimated bank account float. Included in TIF are funds of outside investors, if applicable, for which the Director of Finance provides investment services. Excluded from TIF are all funds held in separate portfolios.

The Cash Flow Horizon is the period in which the Pooled Investment Fund cash flow can be reasonably forecasted. This Policy establishes the Cash Flow Horizon to be one (1) year.

Once the Director of Finance has deemed that the cash flow forecast can be met, the Director of Finance may invest funds in securities with maturities beyond one year. These securities will be referred to as the Core Portfolio.

### **B. Authorized Investments**

Authorized investments shall match the general categories established by the California Government Code sections 53601 et seq. and 53635 et seq. Authorized investments shall include, in accordance with California Government Code section 16429.1, investments into LAIF. Authorization for specific instruments within these general categories, as well as narrower portfolio concentration and maturity limits, will be established and maintained by the Investment Group as part of the Investment Guidelines. As the California Government Code is amended, this Policy shall likewise become amended.

**C. Prohibited Investments**

No investments shall be authorized that have the possibility of returning a zero or negative yield if held to maturity except for securities issued by, or backed by, the United States government during a period of negative market interest rates. Prohibited investments shall include inverse floaters, range notes, and interest only strips derived from a pool of mortgages.

All legal investments issued by a tobacco-related company are prohibited. A tobacco-related company is defined as an entity that makes smoking products from tobacco used in cigarettes, cigars, or snuff or for smoking in pipes. The tobacco-related issuers restricted from any investment are any component companies in the Dow Jones U.S. Tobacco Index or the NYSE Arca Tobacco Index.

**D. Credit Requirements**

Except for municipal obligations and Community Reinvestment Act (CRA) deposits, the issuer's short-term credit ratings shall be at or above A-1 by Standard & Poor's, P-1 by Moody's, and, if available, F1 by Fitch, and the issuer's long-term credit ratings shall be at or above A by Standard & Poor's, A2 by Moody's, and, if available, A by Fitch. There are no credit requirements for Registered State Warrants. All other municipal obligations shall be at or above a short-term rating of SP-1 by Standard & Poor's, MIG1 by Moody's, and, if available, F1 by Fitch.

**Community Reinvestment Act Program Credit Requirements**

Maximum Amount	Minimum Requirements
Up to the FDIC- or NCUSIF-insured limit for the term of the deposit	<b>Banks</b> — FDIC Insurance Coverage
	<b>Credit Unions</b> — NCUSIF Insurance Coverage  <i>Credit unions are limited to a maximum deposit of the NCUSIF-insured limit since they are not rated by nationally recognized rating agencies and are not required to provide collateral on public deposits.</i>
Over the FDIC- or NCUSIF-insured limit	(Any 2 of 3 ratings) S&P:           A-2 Moody's:       P-2 Fitch:           F-2 <b>OR</b> Through a private sector entity that assists in the placement of deposits to achieve FDIC insurance coverage of the full deposit and accrued interest.  Collateral is required

Eligible banks must have Community Reinvestment Act performance ratings of “satisfactory” or “outstanding” from their federal regulator. In addition, deposits greater than the federally-insured amount must be collateralized. Banks must either have a letter of credit issued by the Federal Home Loan Bank of San Francisco or place securities worth between 110% and 150% of the value of the deposit with the Federal Reserve Bank of San Francisco, the Home Loan Bank of San Francisco, or a trust bank.

Since credit unions do not have Community Reinvestment Act performance ratings, they must demonstrate a commitment to community reinvestment lending and charitable activities comparable to what is required of banks.

All commercial paper and medium-term note issues must be issued by corporations operating within the United States and having total assets in excess of one billion dollars (\$1,000,000,000).

The Investment Group may raise these credit standards as part of the Investment Guidelines and Approved Lists. Appendix A provides a Comparison and Interpretation of Credit Ratings by Standard & Poor’s, Moody’s, and Fitch.

#### **E. Maximum Maturities**

Due to the nature of the invested funds, no investment with limited market liquidity should be used. Appropriate amounts of highly-liquid investments, such as U.S. Treasury and Agency obligations, should be maintained to accommodate unforeseen withdrawals.

The maximum maturity, determined as the term from the date of ownership to the date of maturity, for each investment shall be established as follows:

U.S. Treasury and Agency Obligations .....	5 years
Washington Supranational Obligations <sup>1</sup> .....	5 years
Municipal Notes .....	5 years
Registered State Warrants .....	5 years
Bankers Acceptances .....	180 days
Commercial Paper .....	270 days
Negotiable Certificates of Deposit .....	270 days
CRA Bank Deposit/Certificates of Deposit .....	1 year
Repurchase Agreements .....	1 year
Reverse Repurchase Agreements .....	92 days
Medium-Term Corporate Notes .....	180 days
Collateralized Mortgage Obligations .....	180 days

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<sup>1</sup> The International Bank for Reconstruction and Development, International Finance Corporation, and Inter-American Development Bank.

The Investment Group may reduce these maturity limits to a shorter term as part of the Investment Guidelines and the Approved Lists.

The ultimate maximum maturity of any investment shall be five (5) years. The dollar-weighted average maturity of all securities shall be equal to or less than three (3) years.

#### **F. Maximum Concentrations**

No more than 80% of the portfolio may be invested in issues other than U.S. Treasury and Agency obligations. The maximum allowable percentage for each type of security is set forth as follows:

U.S. Treasury and Agency Obligations.....	100%
Municipal Notes.....	80%
Registered State Warrants .....	80%
Bankers Acceptances.....	40%
Commercial Paper .....	40%
Washington Supranational Obligations.....	30%
Negotiable Certificates of Deposit and CRA Deposit/Certificates of Deposit ..	30%
Repurchase Agreements.....	30%
Reverse Repurchase Agreements .....	20%
Medium-Term Corporate Notes .....	30%
Money Market Mutual Funds.....	20%
Collateralized Mortgage Obligations.....	20%
Local Agency Investment Fund (LAIF) .....	(per State limit)

The Investment Group may reduce these concentrations as part of the Investment Guidelines and the Approved Lists.

Excluding U.S. Treasury and Agency obligations, no more than 10% of the portfolio, may be invested in securities of a single issuer including its related entities.

Where a percentage limitation is established above, for the purpose of determining investment compliance, that maximum percentage will be applied on the date of purchase.

#### **G. Repurchase Agreements**

Under California Government Code section 53601, paragraph (j) and section 53635, the Director of Finance may enter into Repurchase Agreements and Reverse Repurchase Agreements. The maximum maturity of a Repurchase Agreement shall be one year. The maximum maturity of a reverse repurchase agreement shall be 92 days, and the proceeds of a reverse repurchase agreement may not be invested beyond the expiration of the agreement. The reverse repurchase agreement must be "matched to maturity" and meet all other requirements in the code.

All repurchase agreements must have an executed Sacramento County Master Repurchase Agreement on file with both the Director of Finance and the Broker/Dealer. Repurchase Agreements executed with approved broker-dealers must be collateralized with either: (1) U.S. Treasury and Agency obligations with a market value of 102% for collateral marked to market daily; or (2) money market instruments on the Approved Lists of the County that meet the qualifications of the Policy, with a market value of 102%. Since the market value of the underlying securities is subject to daily market fluctuations, investments in repurchase agreements shall be in compliance if the value of the underlying securities is brought back up to 102% no later than the next business day. Use of mortgage-backed securities for collateral is not permitted. Strictly for purposes of investing the daily excess bank balance, the collateral provided by the Sacramento County's depository bank can be U.S. Treasury and Agency obligations valued at 110%, or mortgage-backed securities valued at 150%.

#### **H. Community Reinvestment Act Program**

The Director of Finance has allocated within the Pooled Investment Fund, a maximum of \$90 million for the Community Reinvestment Act Program to encourage community investment by financial institutions, which includes community banks and credit unions, and to acknowledge and reward local financial institutions that support the community's financial needs. The Director of Finance may increase this amount, as appropriate, while staying within the investment policy objectives and maximum maturity and concentration limits. The eligible banks and savings banks must have Community Reinvestment Act performance ratings of "satisfactory" or "outstanding" from each financial institution's regulatory authority. The minimum credit requirements are located on page 5 of Section IX.D.

#### **I. Criteria and Qualifications of Brokers/Dealers and Direct Issuers**

All transactions initiated on behalf of the Pooled Investment Fund and Sacramento County shall be executed through either government security dealers reporting as primary dealers to the Market Group of the Federal Reserve Bank of New York or direct issuers that directly issue their own securities that have been placed on the Approved List of brokers/dealers and direct issuers. Further, these firms must have an investment grade rating from at least two national rating services, if available.

Brokers/Dealers and direct issuers that have exceeded the political contribution limits, as contained in Rule G-37 of the Municipal Securities Rulemaking Board, within the preceding four-year period to the Director of Finance, any member of the Board of Supervisors, or any candidate for the Board of Supervisors, are prohibited from the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer will be sent a copy of this Policy and a list of those persons authorized to execute investment transactions. Each firm must

acknowledge receipt of such materials to qualify for the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer authorized to do business with Sacramento County shall, at least annually, supply the Director of Finance with audited financial statements.

**J. Investment Guidelines, Management Style and Strategy**

The Investment Group shall issue and maintain Investment Guidelines specifying authorized investments, credit requirements, permitted transactions, and issue maturity and concentration limits consistent with this Policy.

The Investment Group shall also issue a statement describing the investment management style and current strategy for the entire investment program. The management style and strategy can be changed to accommodate shifts in the financial markets, but at all times they must be consistent with this Policy and its objectives.

**K. Approved Lists**

The Investment Group, named by the Director of Finance, shall issue and maintain various Approved Lists. These lists are:

1. Approved Domestic Banks for all legal investments.
2. Approved Foreign Banks for all legal investments.
3. Approved Commercial Paper and Medium Term Note Issuers.
4. Approved Money Market Mutual Funds.
5. Approved Firms for Purchase or Sale of Securities (Brokers/Dealers and Direct Issuers).
6. Approved Banks / Credit Unions for the Community Reinvestment Act Program.

**L. Calculation of Yield and Costs**

The costs of managing the investment portfolio, including but not limited to: investment management; accounting for the investment activity; custody of the assets; managing and accounting for the banking; receiving and remitting deposits; oversight controls; and indirect and overhead expenses are charged to the investment earnings based upon actual labor hours worked in respective areas. Costs of these respective areas are accumulated by specific cost accounting projects and charged to the Pooled Investment Fund on a quarterly basis throughout the fiscal year.

The Department of Finance will allocate the net interest earnings of the Pooled Investment Fund quarterly. The net interest earnings are allocated based upon the average daily cash balance of each Pooled Investment Fund participant.

**X. Reviewing, Monitoring and Reporting of the Portfolio**

The Review Group will prepare and present to the Director of Finance at least monthly a comprehensive review and evaluation of the transactions, positions, performance of the Pooled Investment Fund and compliance to the California Government Code, Policy, and Investment Guidelines.

Quarterly, the Director of Finance will provide to the Board of Supervisors, the Oversight Committee, and to any local agency participant that requests a copy, a detailed report on the Pooled Investment Fund. The report will also be posted on the Department of Finance website. Pursuant to California Government Code section 53646, the report will list the type of investments, name of issuer, maturity date, par and dollar amount of the investment. For the total Pooled Investment Fund, the report will list average maturity, the market value, and the pricing source. Additionally, the report will show any funds under the management of contracting parties, a statement of compliance to the Policy and a statement of the Pooled Investment Fund's ability to meet the expected expenditure requirements for the next six months.

**XI. Withdrawal Requests for Pooled Fund Investors**

The Director of Finance will honor all requests to withdraw funds for normal cash flow purposes that are approved by the Director of Finance at a one dollar net asset value. Any requests to withdraw funds for purposes other than immediate cash flow needs, such as for external investing, are subject to the consent of the Director of Finance. In accordance with California Government Code Sections 27133(h) and 27136, such requests for withdrawals must first be made in writing to the Director of Finance. When evaluating a request to withdraw funds, the Director of Finance will take into account the effect of a withdrawal on the stability and predictability of the Pooled Investment Fund and the interests of other depositors. Any withdrawal for such purposes will include par value and any interest earnings in the Pooled Investment Fund on the date of the withdrawal.

**XII. Limits on Honoraria, Gifts, and Gratuities**

In accordance with California Government Code Section 27133(d), this Policy establishes limits for the Director of Finance; individuals responsible for management of the portfolios; and members of the Investment Group and Review Group who direct individual investment decisions, select individual investment advisors and broker/dealers, and conduct day-to-day investment trading activity. The limits also apply to members of the Oversight Committee. Any individual who receives an aggregate total of gifts, honoraria and gratuities in excess of \$50 in a calendar year from a broker/dealer, bank or service provider to the Pooled Investment Fund must report the gifts, dates and firms to the designated filing official and complete the appropriate State forms.

No individual may receive aggregate gifts, honoraria, and gratuities from any single source in a calendar year in excess of the amount specified in Section 18940.2(a) of Title 2, Division 6 of the California Code of Regulations. This limitation is \$590 for the period January 1, 2023, to December 31, 2024. The limitation for January 1, 2025, to December

31, 2026, will be amended to reflect biennial cost of living adjustments by the State Fair Political Practices Commission by January 2025. Any violation must be reported to the State Fair Political Practices Commission.

**XIII. Terms and Conditions for Outside Investors**

Outside investors may invest in the Pooled Investment Fund through California Government Code Section 53684. Their deposits are subject to the consent of the Director of Finance. The legislative body of the local agency must approve the Sacramento County Pooled Investment Fund as an authorized investment and execute a Memorandum of Understanding. Any withdrawal of these deposits must be made in writing 30 days in advance and will be paid based upon the market value of the Pooled Investment Fund. If the Director of Finance considers it appropriate, the deposits may be returned at any time to the local agency.

# Appendix A

## Comparison and Interpretation of Credit Ratings

<b>Long Term Debt &amp; Individual Bank Ratings</b>			
<b>Rating Interpretation</b>	<b>Moody's</b>	<b>S&amp;P</b>	<b>Fitch</b>
<i>Best-quality grade</i>	Aaa	AAA	AAA
<i>High-quality grade</i>	Aa1	AA+	AA+
	Aa2	AA	AA
	Aa3	AA-	AA-
<i>Upper Medium Grade</i>	A1	A+	A+
	A2	A	A
	A3	A-	A-
<i>Medium Grade</i>	Baa1	BBB+	BBB+
	Baa2	BBB	BBB
	Baa3	BBB-	BBB-
<i>Speculative Grade</i>	Ba1	BB+	BB+
	Ba2	BB	BB
	Ba3	BB-	BB-
<i>Low Grade</i>	B1	B+	B+
	B2	B	B
	B3	B-	B-
<i>Poor Grade to Default</i>	Caa	CCC+	CCC
<i>In Poor Standing</i>	-	CCC	-
	-	CCC-	-
<i>Highly Speculative Default</i>	Ca	CC	CC
	C	-	-
<i>Default</i>	-	-	DDD
	-	-	DD
	-	D	D

<b>Short Term / Municipal Note Investment Grade Ratings</b>			
<b>Rating Interpretation</b>	<b>Moody's</b>	<b>S&amp;P</b>	<b>Fitch</b>
<i>Superior Capacity</i>	MIG-1	SP-1+/SP-1	F1+/F1
<i>Strong Capacity</i>	MIG-2	SP-2	F2
<i>Acceptable Capacity</i>	MIG-3	SP-3	F3

# Appendix A

<b>Short Term / Commercial Paper Investment Grade Ratings</b>			
<b>Rating Interpretation</b>	<b>Moody's</b>	<b>S&amp;P</b>	<b>Fitch</b>
<i>Superior Capacity</i>	P-1	A-1+/A-1	F1+/F1
<i>Strong Capacity</i>	P-2	A-2	F2
<i>Acceptable Capacity</i>	P-3	A-3	F3

**Board Policy Manual**  
**San Juan Unified School District**

**Policy 5116.1: Intradistrict Open Enrollment****Status:** ADOPTED

**Original Adopted Date:** 10/26/2010 | **Last Revised Date:** 02/15/2022 | **Last Reviewed Date:** 01/28/2025

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while maximizing the efficient use of district facilities and resources. The superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, board policy, and administrative regulation.

The parent/guardian of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code section 35160.5)

The board shall annually review this policy. (Education Code sections 35160.5, 48980)

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between the first Monday in December and the third Friday in January of the school year preceding the school year for which the transfer is requested.

**Enrollment Priorities**

No student who currently resides in the attendance area of a school shall be displaced by students transferring from outside the attendance area. (Education Code section 35160.5)

The superintendent or designee shall grant priority for enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is a victim of a violent crime while on school grounds. (20 USC 7912)
2. Is enrolled in a district school designated by the California Department of Education ("CDE") as "persistently dangerous." (20 USC 7912; 5 CCR 11992)
3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent's/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code section 234.1. (Education Code section 46600) If the district school requested by the student is at maximum capacity, the superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code section 46600)
4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3). (20 USC 6311)
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these special circumstances, the superintendent or designee must have received either: (Education

Code section 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, a social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist, or marriage and family therapist, clinical social worker, or professional clinical counselor.
  - b. A court order, including a temporary restraining order and injunction.
6. Is a sibling of another student already attending that school.
  7. Has a parent/guardian whose primary place of employment is that school.

### **Application and Selection Process**

Except for the enrollment priorities listed above, the superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. A school's capacity shall be calculated in a nonarbitrary manner using student enrollment and available space. (Education Code section 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code section 35160.5)

### **Transportation**

In general, the district shall not be obligated to provide transportation for students who attend school outside of their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being the victim of bullying. (Education Code section 46600)

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## Board Policy Manual San Juan Unified School District

### Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 01/28/2025 | Last Reviewed Date: 01/28/2025

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that the sustained engagement of a family in their children's education ~~sustained parent/guardian and family engagement in the education of their children~~ contributes greatly to student achievement, social/emotional wellness, and a positive school environment. The superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully build authentic relationships and collaboration between families and staff ~~parents/guardians and family members~~ in ~~district and school activities~~ partnership at all grade levels; promote advisory, decision-making and advocacy opportunities ~~roles~~, and provide activities to support learning at school and at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The district's local control and accountability plan (LCAP) shall include goals and strategies for ~~parent/guardian involvement and~~ family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote family engagement ~~parent/guardian participation~~ in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code sections 42238.02, 52060)

The superintendent or designee shall regularly evaluate and report to the board on the effectiveness of the district's family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of engagement ~~involvement~~ opportunities and on barriers that may inhibit participation.

### Title I Schools

The superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful ~~parent/guardian and~~ family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in accompanying administrative regulation, and implementing and evaluating such programs, activities and procedures.

As appropriate, the superintendent or designee shall conduct culturally responsive outreach to all parents/guardians and family members. (Education Code section 11503; 20 USC 6318) When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding

how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318) Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding ~~parent/guardian and~~ family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on ~~parent/guardian and~~ family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. ~~Collaboration~~ Collaboration or the provision of sub grants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The district's board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318).

The superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318. District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

### **Non-Title I Schools**

The superintendent or designee shall develop and implement family engagement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of ~~parents/guardians~~ families in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code section 11502. (Education Code section 11504)

**Board Policy Manual**  
**San Juan Unified School District**

**Policy 6145: Extracurricular And Cocurricular Activities****Status:** ADOPTED

**Original Adopted Date:** 06/09/1992 | **Last Revised Date:** 02/09/2021 | **Last Reviewed Date:** 01/28/2025

(Excluding 9th through 12th Grade Athletics Activities/Interscholastic Competition)

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for their participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code sections 49010, 49011)

### **Eligibility Requirements**

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code section 35160.5)

1. Maintenance of a minimum 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code section 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the superintendent or designee in accordance with Education Code sections 48850 and 49701.

The superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

## **Student Conduct at Extracurricular/Cocurricular Events**

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with board policy and administrative regulation. When appropriate, the superintendent or designee shall notify local law enforcement.

## **Annual Policy Review**

The board shall annually review this policy and the implementing regulations (Education Code section 35160.5).

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

**AGENDA ITEM:** I.5

**MEETING DATE:** 01/13/2026

**SUBJECT: Williams Complaint Report (Gaddis) - 8:25 p.m.**

**DEPARTMENT:** Legal Services

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive an update on Williams-type complaints filed with the district during the time period from October 1, 2025, to December 31, 2025.

**RATIONALE/BACKGROUND:**

The Williams legislation embodied in Education Code section 35186(d) requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district.

No complaints were filed or pending during this reporting period.

**ATTACHMENT(S):**

1. [Williams UCP 2nd Quarter Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Fhanysha Clark Gaddis, J.D., MPP, General Counsel

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)

Quarterly Report



San Juan Unified  
SCHOOL DISTRICT

Legal Services

Melissa Bassanelli  
Superintendent of Schools  
Fhanysha Clark Gaddis,  
J.D., MPP  
General Counsel

Year covered by this report: 2025  
Quarter covered by this report: Quarter 2 (October - December)

Sufficiency of textbooks

Number of complaints: 0  
Number resolved: 0  
Number unresolved: 0

School facilities issues

Number of complaints: 0  
Number resolved: n/a  
Number unresolved: n/a

Vacancy or misassignment of teachers

Number of complaints: 0  
Number resolved: n/a  
Number unresolved: n/a

Respectfully submitted: Fhanysha C. Gaddis, J.D., MPP  
General Counsel

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

**AGENDA ITEM:** I.6

**MEETING DATE:** 01/13/2026

**SUBJECT: Revisions to the Governance Handbook (Allen) - 8:30 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Discussion: The superintendent is recommending that the board discuss proposed revisions to the Governance Handbook. Action anticipated: 02/10/2026.

**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.

**ATTACHMENT(S):**

1. [Governance Handbook Draft 2026](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 01/05/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Trent Allen, APR, Chief of Staff

**APPROVED BY:** Trent Allen, APR, Acting Superintendent of Schools



**San Juan Unified**  
SCHOOL DISTRICT

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**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 agendaized. 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 25<sup>th</sup>-10<sup>th</sup> day of ~~March~~ February-20252026.

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

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

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

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

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

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

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

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~~Melissa Bassanelli~~TBD, 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  
TENTATIVE BOARD AGENDA ITEMS  
2025-2026**

K  
01/13/2026

**JANUARY 27**

Recognition: 2026 Classified Employees of the Year – A	Thigpen
Recognition: National School Counseling Week (Feb. 2-6) – A	Schnepf
The Brown Act – D	Gaddis
Maintenance Update – R	Camarda
*Annual Policy Review – A [Discussed 01/13/26]	Gaddis
BP 3430    Investing	
BP 5116.1  Intradistrict Open Enrollment	
BP 6020    Parent Involvement	
BP 6145    Extracurricular and Cocurricular Activities	
*School Accountability Report Cards (SARCs) – A	Dale
*LCAP Federal Addendum Annual Revision – A	Oaxaca
*Resolution: CCTR Continued Funding Application Designated Personnel 2026-2027 – A	Townsend-Snider

**FEBRUARY 10**

Recognition: National School Social Work Week (Mar. 1-7) – A	Oaxaca
Mid-Year LCAP Update 2025-2026 – R	Oaxaca
Choices Charter School Mid-Year LCAP Update 2025-2026 – R	Oaxaca
Revisions to Board Policy 5145.13 Response to Immigration Enforcement – D	Oaxaca
Revisions to Board Policy 5117 Interdistrict Attendance – D	Oaxaca
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – D	Thigpen
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated ECE) – D	Thigpen
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – D	Thigpen
Notice of Intent to Reduce Classified Positions – D	Thigpen
*Resolution: Federal Surplus Property Participation Renewal – A	Ryan
*Governance Handbook Annual Update – A [Discussed 01/13/26]	Allen

**FEBRUARY 24**

Recognition: Arts Education Month (March) – A	Dale
Arts Education and Proposition 28 Update – R	Dale
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
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/10/26]	Thigpen
2026 CSBA Delegate Assembly Election – A	Board
*Revisions to Board Policy 5145.13 Response to Immigration Enforcement – A [Discussed 02/10/26]	Oaxaca
*Revisions to Board Policy 5117 Interdistrict Attendance – A [Discussed 02/10/26]	Oaxaca

**MARCH 10**

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
*Audit Reports for Measures J, N, P and S – A	Ryan
*Resolution: District School Board Election Order – A	Board

**MARCH 24**

Recognition: Week of the Young Child (Apr. 4-10) – 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
<b>APRIL 14</b>	
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
<b>APRIL 28</b>	
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 6) – 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
<b>MAY 12</b>	
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	Schnepf
<b>MAY 26</b>	
Recognition: National Science Bowl (if applicable) – A	Schnepf
Recognition: Science Olympiad (if applicable) – A	Schnepf
Recognition: Academic Decathlon (if applicable) – A	Schnepf
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
<b>JUNE 9</b>	
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	Schnepf
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider
<b>JUNE 23</b>	
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