

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

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

Board of Education Agenda
October 28, 2025

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 expulsions in two cases (Education Code section 48918[f]).
2. Personnel matters – Public Employment (Government Code section 54957)
 - a. Superintendent
 - b. Acting Superintendent

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

D. APPROVAL OF MINUTES

1. Minutes - October 14, 2025, regular meeting

Action: The superintendent is recommending that the board approve the minutes for October 14, 2025, regular meeting, pages 2714-2717.

E. RECOGNITION - 6:35 p.m.

1. National School Psychology Week (Dale)

Action: The superintendent is recommending that the board adopt Resolution No. A-459 proclaiming the week of November 3-7, 2025, as National School Psychology Week.

F. ORGANIZATIONS/ANNOUNCEMENTS - 6:40 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)

G. 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.

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

Action: The administration recommends that the consent calendar, H-1 through H-7, 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 – purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; and zero dollar contracts.

3. Business/Financial Report

The superintendent is recommending that the board approve the business/financial report - notices of completion and warrants and payroll.

4. Gifts

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

5. Surplus Property

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

6. Revisions to Board Policy 0420.4 Charter School Authorization

The superintendent is recommending that the board approve the proposed revisions to Board Policy 0420.4 Charter School Authorization.

7. Consolidated Application

The superintendent is recommending that the board approve the submission of the 2025-26 Consolidated Application for Funding to the California Department of Education (CDE) and State Board of Education (SBE).

I. CONSENT CALENDAR (continued, if necessary)

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

J. BUSINESS ITEMS

1. End of Year Data Summary for Middle School and High School - (Dale) - 7:25 p.m.

Report: The superintendent is recommending that the board receive a report regarding the middle school and high school 2024-2025 end of year data results, including the results of the 2025 California Assessment of Student Performance and Progress (CAASPP) assessments.

2. Family and Community Engagement (FACE) Framework (Allen) - 7:45 p.m.

Report: The superintendent is recommending that the board receive a report regarding development and implementation of the FACE Framework.

3. Intent to Convey Easement at Arcade Middle School to the County of Sacramento (Camarda) - 8:05 p.m.

Action: The superintendent is recommending that the board adopt Resolution No. 4238, declaring the intent to convey an easement at Arcade Middle School to the County of Sacramento and to call public hearing to be held on November 18, 2025.

4. Intent to Convey Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:10 p.m.

Action: The superintendent is recommending that the board adopt Resolution No. 4240, declaring the intent to convey an easement at Katherine Johnson Middle School to the Sacramento Area Sewer District and to call a public hearing to be held on November 18, 2025.

K. BOARD REPORTS - 8:15 p.m.

L. FUTURE AGENDA - 8:25 p.m.

1. Tentative future agenda items

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

M. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

N. ADJOURNMENT - 8:30 p.m.

NOTE: The times indicated are approximate.

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

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

Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the Board of Education office at (916) 971-7111, or email

stephanie.cunningham@sanjuan.edu, at least 24 hours before the scheduled board meeting to allow for the scheduling of appropriate translation staff and other resources.

Mission Statement

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

San Juan Unified Land Acknowledgement

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

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



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

**Board of Education Minutes
October 14, 2025**

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

Open Session/Call to Order (A)

The October 14 regular meeting was called to order 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, president
Tanya Kravchuk, vice president
Manuel Perez, clerk
Zima Creason, member
Nick Bloise, member
Abid Stanekzai, member
Pam Costa, 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 – anticipated litigation – closed session conference with legal counsel pursuant to Government Code section 54956.9(d)(2); to discuss 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); and to discuss one personnel matter (Government Code section 54957) – superintendent's goals.

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m., the October 14 regular meeting was called back to order by the president, Ben Avey. Four members of the Casa Roble Fundamental High School Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Mr. Perez, seconded by Ms. Costa, that the minutes of the September 23 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Avey, Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa].

High School Student Council Reports (E-1)

High School Student Council representatives Nia Blunt and John Peyton Bonilla from Mesa Verde High School and Georgia Klostrakis and Rania Salem from Mira Loma High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-6)

There were no closed session actions to report.

Visitor Comments (F)

Jack Harrison shared information about a recent experience his granddaughter had at Rio Americano High School.

Mark Harrison shared information about a recent experience his daughter had at Rio Americano High School.

Matt Spencer shared information about a recent experience his son had at Rio Americano High School.

Ally Harrison shared information about a recent experience she had as a student at Rio Americano High School.

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

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

Personnel (G-1)

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

Purchasing Report (G-2)

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

Gifts (G-3)

Acceptance of gifts from Dyer-Kelly Elementary School and Encina High School.

Surplus Report (G-4)

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

Resolution No. 4234: San Juan High School Science Modernization Project Notice of Award (G-5)

Adoption of Resolution No. 4234 awarding the lease-leaseback contract for the San Juan High School Science Modernization Project to Core West, Inc., pursuant to Education Code section 17406.

Resolution No. 4235: Katherine Johnson Middle School Lease Amendment No. 9 (G-6)

Adoption of Resolution No. 4235, approving the ninth amendment to the lease for the Katherine Johnson Middle School new construction project between San Juan Unified School District and Flint Design Build, LLC dba FLINT.

Resolution No. 4236: Encina High School Full Site Renovation Project Lease Amendment No. 6 (G-7)

Adoption of Resolution No. 4236, approving the sixth amendment for the Encina High School Full Site Renovation Project.

Resolution No. 4237: Thomas Coleman Elementary School (CMP Charter) Lease Amendment No. 4 (G-8)

Adoption of Resolution No. 4237, approving the fourth amendment to the lease agreement for the Thomas Coleman California Montessori Project (CMP) Charter Modernization Project #106-9495-P1 between the district and Core West, Inc., dba Core Construction Services.

Resolution No. 4227: Commit Fund Balance (G-9)

Adoption of Resolution No. 4227 to Commit Fund Balance.

College and Career Readiness Update (I-1)

Assistant Superintendent of Secondary Education and Programs Kristan Schnepf; Program Specialist for K-12 Counseling and College/Career Readiness Tracie Locke; and Director of CTE, K-12 Counseling and College/Career Readiness Brett Wolfe gave a presentation on College and Career Readiness, one of the seven indicators on the California School Dashboard. Ms. Schnepf introduced the topic and shared that there were many college and career readiness successes during the 2024-2025 school year. Ms. Locke spoke about graduation rates, as well as completion rates for A-G requirements and Advanced Placement (AP). Mr. Wolfe addressed completion rates for career technical education (CTE) and dual enrollment. Ms. Locke and Mr. Wolfe also reviewed key areas for expanding access and supports for all students in the district. Mr. Wolfe concluded by discussing next steps. Board members made comments and posed questions, which staff addressed. Ms. Creason spoke about the new programming, improved outreach and the creation of new pathways, while also commenting on barriers to dual enrollment. Ms. Kravchuk emphasized the importance of including parents as partners and

inquired about the new UC Compass tracking tool, the revised method of counting AP preparedness, transportation to CTE pathways at distant schools, student surveys, dual enrollment and the establishment of new pathways. Ms. Costa remarked that the data is encouraging and noted the exciting growth of the pathways. Mr. Avey expressed enthusiasm for the improved graduation rate, inquired about the SAT, and requested additional data regarding CTE and AP enrollment and passage rates at block versus traditional schools.

San Juan Choices Charter School Ongoing Salary Schedule Adjustment (I-2)

Assistant Superintendent of Educational Services, Harvey Oaxaca, Ed.D. presented the item. It was moved by Ms. Costa, seconded by Mr. Bloise, to approve a 5% ongoing salary schedule adjustment for San Juan Choices Charter School effective July 1, 2025. MOTION CARRIED UNANIMOUSLY [Avey, Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa].

Proposed Revisions to Board Policy 0420.4 Charter School Authorization (I-3)

Dr. Oaxaca presented the item, explaining that the proposed revisions to Board Policy 0420.4 Charter School Authorization are necessary to incorporate recent updates to education code and current practices in San Juan Unified. Ms. Kravchuk commented on the related education code and the number of charter schools in the district. Action was scheduled for October 28.

Resolution No. 4218: Joint Resolution with Folsom Cordova Unified School District on Transfers (I-4)

Chief of Staff Trent Allen presented the item. Mr. Allen provided background information and explained that the joint resolution seeks to establish firm commitments and reassurances for families residing in the American River Canyon South area of the City of Folsom regarding the interdistrict transfer request process to the Folsom Cordova Unified School District. Mr. Avey added that, if approved by Folsom Cordova Unified, the resolution would formalize a longstanding verbal agreement that has already been in practice between the two districts. It was moved by Ms. Kravchuk, seconded by Mr. Perez, to adopt Resolution No. 4218, a joint resolution on transfers between the San Juan Unified School District and the Folsom Cordova Unified School District effective January 1, 2026. MOTION CARRIED UNANIMOUSLY [Avey, Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa].

Variable Term Waiver (I-5)

Chief of Human Resources Daniel Thigpen presented the item. It was moved by Ms. Creason, seconded by Ms. Costa, to approve the submission of one Variable Term Waiver to the California Commission on Teacher credentialing (CTC) effective 08/12/2025 - 06/10/2026. MOTION CARRIED UNANIMOUSLY [Avey, Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa].

Resolution No. 4233: Assignment of Teachers Outside Regular Base Credential (I-6)

Mr. Thigpen presented the item.

Public Comment:

Nicholas Lotta voiced his concerns regarding the resolution and provided suggestions.

It was moved by Mr. Perez, seconded by Ms. Kravchuk, adopt Resolution No. 4233 authorizing the assignment of 48 certificated employees who hold regular base credentials outside these authorizations during the 2025-2026 school year per Education Code section 44256(b), 44258.2, 44263 and 44865. MOTION CARRIED UNANIMOUSLY [Avey, Kravchuk, Perez, Creason, Bloise, Stanekzai, Costa].

Williams Complaint Report (I-7)

General Counsel Fhanysha Gaddis explained that the district must report on the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints. Ms. Gaddis stated that, during the time period from July 1, 2025, through September 30, 2025, there were no Williams-type complaints filed.

Board Reports (J)

There were no board reports.

Future Agenda (K)

There were no items added to the future agenda.

Adjournment (M)

At 7:55 p.m., there being no further business, the regular meeting was adjourned.

Ben Avey, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc

DRAFT

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

AGENDA ITEM: E.1

MEETING DATE: 10/28/2025

SUBJECT: National School Psychology Week (Dale)

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. A-459 proclaiming the week of November 3-7, 2025, as National School Psychology Week.

RATIONALE/BACKGROUND:

Each year the district acknowledges National School Psychology Week and recognizes the district's school psychologists for their dedication and outstanding work performed on behalf of San Juan Unified students. San Juan Unified's school psychologists support the district's Strategic Plan and 8 Point Commitment by taking a leadership role in assessing barriers to student learning and helping them to succeed academically, socially, behaviorally, and emotionally.

ATTACHMENT(S):

1. [Resolution No. A-459](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

PREPARED BY:

Sandra Butorac, Director, Special Education
Rebecca Foster, Director II, Special Education

APPROVED BY:

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



**San Juan Unified School District
Resolution No. A-459
National School Psychology Week
November 3-7, 2025**

WHEREAS, National School Psychology Week is November 3-7, 2025; and

WHEREAS, the special week honoring school psychologists provides special recognition for school psychologists who deliver a continuum of mental health services and academic supports to schools that lower barriers to learning, enabling teachers to teach students to learn; and

WHEREAS, the San Juan Unified School District appreciates and supports school psychologists for providing sound psychological principles which are integral to instruction and learning, social and emotional development, prevention and early intervention, and support culturally diverse student populations; and

WHEREAS, school psychologists facilitate collaboration to help parents and educators to identify and reduce risk factors, promote protective factors, create safe, caring schools and access community resources; and

WHEREAS, school psychologists are trained to assess student and school-based barriers to learning, utilize data-based decision-making, implement research-driven prevention and intervention strategies, and evaluate outcomes and improve accountability.

NOW THEREFORE, BE IT RESOLVED that the Board of Education joins the superintendent and staff in honoring school psychologists during National School Psychology Week and throughout the year.

Attested to this 28th day of October, 2025

Ben Avey, President

Melissa Bassanelli, Superintendent of Schools

Tanya Kravchuk, Vice President

Manuel Perez, Clerk

Zima Creason, Member

Nick Bloise, Member

Abid Stanekzai, Member

Pam Costa, Member

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

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

AGENDA ITEM: H.1

MEETING DATE: 10/28/2025

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 Pages](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

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

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

1. APPOINTMENTS

CERTIFICATED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|---------------------------|---------------|----------------------|---------------------|---------------------------|
| New Hire | Rivas, Maricela | Temp | Tch-Grad 9/12 | Encina | 10/02/25 06/10/26 |
| New Hire | Walker, Nicole | Temp | Tch-Grad 7/8 | Woodside | 10/09/25 06/10/26 |
| New Hire | Weng, Huixiang | Temp | A/E ESL | Sunrise Tech Center | 10/13/25 06/10/26 |
| Rehire | Abdullah, Dalya | Prob | TCH-PRE-S | Howe Avenue | 10/03/25 |
| Rehire | Ahang, Parwez | Temp | A/E ESL | Sunrise Tech Center | 10/09/25 06/10/26 |
| Rehire | Barnette, Nichole | Prob | Tch-Mod/Severe K/12 | Kingswood | 10/03/25 |
| Rehire | Connolly-Stratton, Sianna | Temp | School Social Worker | San Juan | 10/13/25 06/09/26 |

CLASSIFIED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|---------------------------|---------------|-----------------------------|--------------------------|---------------------------|
| New Hire | Ballard, Kiely | Prob | Behavior Support Assistant | LSC Region 2 | 10/13/25 |
| New Hire | Barrett, Alma | Prob | Nutrition Service Worker I | Dyer-Kelly | 10/07/25 |
| New Hire | Coolahan, Gina | Prob | Sch/Com Intrv Sp I | Pupil Personnel Services | 10/13/25 |
| New Hire | Diep, Kyle | Prob | Intermed Clerk Typist | Foster Youth | 10/13/25 |
| New Hire | Gaytan, Monica | Prob | Campus Safety Monitor | Mira Loma | 10/09/25 |
| New Hire | Goetsch, Jayden | Prob | Instructional Assistant I | Schweitzer | 10/07/25 |
| New Hire | Hailey, Lesharo | Prob | School Playground Rec Aide | Mariemont | 10/07/25 |
| New Hire | Hijran Wahidi, Muhammad | Prob | Inst Asst/Bil-Dari | Starr King | 10/07/25 |
| New Hire | Ibarra, Katelynn | Prob | Instructional Assistant II | Mission Avenue | 10/13/25 |
| New Hire | Larsen, Angela | Prob | Instructional Assistant I | Schweitzer | 10/07/25 |
| New Hire | Mansoor, Wahida | Prob | Inst Asst/Bil-Farsi | Starr King | 10/07/25 |
| New Hire | McCrie, Anthony | Prob | Instructional Assistant I | Del Paso Manor | 10/07/25 |
| New Hire | Rios, Emily Marie | Prob | School Playground Rec Aide | Whitney Avenue | 10/15/25 |
| New Hire | Sanchez Gonzalez, Alberto | Prob | Instructional Assistant I | Lichen | 10/08/25 |
| New Hire | Sarwary, Mohammad | Prob | Inst Asst/Bil-Pashto | Dyer-Kelly | 10/13/25 |
| New Hire | Schreiber, Katherine | Prob | School Playground Rec Aide | Schweitzer | 10/07/25 |
| New Hire | Shoman-Ataya, Nadera | Prob | School Playground Rec Aide | Gold River | 10/07/25 |
| New Hire | Silas, Joseph | Prob | Instructional Assistant III | Rio Americano | 10/13/25 |
| New Hire | Williams, Dathan | Prob | Instructional Assistant II | Del Paso Manor | 10/13/25 |
| New Hire | Yaqubi, Tahmina | Prob | School Playground Rec Aide | Starr King | 10/08/25 |
| Rehire | Harrison, Sinclair | Prob | Instructional Assistant III | Ralph Richardson | 10/09/25 |
| Rehire | Holsinger, Matt | Prob | Instructional Assistant II | Del Paso Manor | 10/07/25 |
| Rehire | Mudaliar, Shivani | Prob | Intermed Clerk Typist | Katherine Johnson | 10/07/25 |
| Rehire | Raheem, Samara | Prob | Elementary Paraeducator | Whitney Avenue | 10/13/25 |

2. LEAVES OF ABSENCE

MANAGEMENT

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|-----------------|---------------|-----------------------------|----------------------|---------------------------|
| Paid | Butorac, Sandra | Perm | Director, Special Education | Special Ed - Kenneth | 09/19/25 10/17/25 |

CERTIFICATED SUPERVISORY

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|-----------------|---------------|-----------------------|-----------------|---------------------------|
| Paid | Garner, Heidi | Perm | Principal K/8 | Thomas Edison | 09/26/25 12/26/25 |
| Paid | Schupp, Melissa | Perm | Principal, Elementary | Greer | 09/24/25 05/26/26 |

CERTIFICATED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|------------------------|---------------|--------------------------|----------------------|---------------------------|
| Paid | Croy, Justus | Perm | Teacher Grade 2 | Dyer-Kelly | 09/26/25 11/07/25 |
| Paid | Hecker, Chelsea | Perm | Teacher Grade 3 | Cameron Ranch | 09/25/25 02/05/26 |
| Paid | Morales, Veronica | Perm | Language/Speech/Hrg Spec | Special Ed - Kenneth | 09/22/25 01/07/26 |
| Paid | Navarro, Alicia | Perm | Teacher Grade 5 | Greer | 09/15/25 02/13/26 |
| Paid | Quitugua, Frank | Perm | Tch-Grad 7/8 | Carnegie | 09/16/25 10/26/25 |
| Paid | Rilea, Lilia | Perm | Tch-English Language Dev | Greer | 08/28/25 10/31/25 |
| Paid | Seefloth, Katherine | Perm | Tch-Grad 7/8 | Churchill | 09/22/25 01/12/26 |
| Paid | Stavrakaras, Christine | Perm | Teacher Grade 3 | Del Dayo | 09/29/25 03/24/26 |

CLASSIFIED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|------------------------|---------------|-----------------------|-----------------|---------------------------|
| Paid | Dominguez-Lopez, Maria | Perm | Bus Driver | Transportation | 09/15/25 03/11/26 |
| Paid | Eakins, Christine | Perm | Campus Safety Monitor | Mira Loma | 09/22/25 12/16/25 |

2. LEAVES OF ABSENCE (Continued)

CLASSIFIED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|---------------------|---------------|-----------------------------|-------------------|---------------------------|
| Paid | Freitas, Cody | Perm | Elementary Head Custodian | Cambridge Heights | 09/11/25 12/08/25 |
| Paid | Graham, Jacob | Perm | Instructional Assistant II | Thomas Edison | 09/18/25 01/30/26 |
| Paid | Grishchenko, Sergey | Perm | Custodian | Dyer-Kelly | 09/15/25 10/31/25 |
| Paid | Matthies, Crystal | Prob | Instructional Assistant I | Skycrest | 08/22/25 10/31/25 |
| Paid | Moran, Julio | Perm | Custodian | Bella Vista | 09/02/25 10/17/25 |
| Paid | Rizzo, Raynette | Perm | Clerk | Pershing | 10/01/25 10/31/25 |
| Paid | Skelton, Isabella | Perm | Nutrition Services Worker I | Arlington Heights | 09/17/25 11/14/25 |
| Paid | Williams, Tierza | Perm | Intermed Clerk Typist | Howe Avenue | 09/25/25 10/31/25 |
| Unpaid | Frey, Erin | Perm | Elementary Paraeducator | Twin Lakes | 10/01/25 11/24/25 |

3. SEPARATIONS

CERTIFICATED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|------------------|---------------|-------------------|-----------------|---------------------------|
| Resignation | Conover, Jessica | Perm | Tch-Grad 7/8 | Sierra Oaks | 10/10/25 |
| Resignation | Reynolds, Stacie | Prob | TCH-PRE-S | Howe Avenue | 10/31/25 |

CLASSIFIED

| <u>Type</u> | <u>Name</u> | <u>Status</u> | <u>Assignment</u> | <u>Location</u> | <u>Effective Date (s)</u> |
|-------------|---------------|---------------|----------------------------|--------------------|---------------------------|
| Resignation | Marqua, Donna | Perm | Instructional Assistant I | Cowan | 10/03/25 |
| Retirement | Lewis, Vickie | Perm | Instructional Assistant II | Sylvan | 10/10/25 |
| Dismissal | CL# 646 | Perm | Nutrition Service Worker | Nutrition Services | 08/19/25 |

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

AGENDA ITEM: H.2

MEETING DATE: 10/28/2025

SUBJECT: Purchasing Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board approve the purchasing report – purchase orders, service agreements and contracts; change orders/amendments; construction and public works bids and contracts; and zero dollar contracts.

RATIONALE/BACKGROUND:

Business Support Services and Facilities Accounting will combine a list of purchase orders and service agreements, change orders/amendments, construction and public works bids, piggyback contracts, and bids and RFPs and other purchases in accordance with Education Code 3300 Expenditures and Purchases, 3311 Bids, 3311.1 Uniform Public Construction Cost Accounting Procedures and 3311.4 Procurement of Technological Equipment.

ATTACHMENT(S):

1. [Purchasing Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

October 1, 2025- October 14, 2025

| PO# | Date | Vendor Name | Description | Amount \$ | Site/ Department |
|------------|-----------|---------------------------------|-----------------------------|---------------|---------------------------|
| VR26-04932 | 10/8/2025 | Equal Opportunity Schools - EOS | Outreach / Coaching Program | \$ 619,650.00 | 404 - Teaching & Learning |
| | | | | | |
| | | | | | |
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**Purchasing Contracts Board Report
Change Orders/Amendments**

October 1, 2025- October 14, 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 |
|------------|------------|-----------------------------------|-------------------------------|-----------------------|---------------------------------|------------------------------------|------------------------|----------------|
| SA26-00032 | 10/6/2025 | Zen Educate | Instructional aide services | \$ 91,000.00 | \$ - | \$ 350,000.00 | \$ 441,000.00 | 316 - SPED |
| SA26-00002 | 10/6/2025 | Ro Health | Instructional aide services | \$ 300,000.00 | \$ 133,000.00 | \$ 1,700,000.00 | \$ 2,133,000.00 | 316 - SPED |
| SA26-00093 | 10/6/2025 | Amergis | Instructional aide services | \$ 300,000.00 | \$ 45,000.00 | \$ 1,500,000.00 | \$ 1,845,000.00 | 316 - SPED |
| SA26-00093 | 10/6/2025 | Point Quest | Instructional aide services | \$ 200,000.00 | \$ 184,245.97 | \$ 1,450,000.00 | \$ 1,834,245.97 | 316 - SPED |
| SA26-00094 | 10/13/2025 | Gates of Learning | Instructional aide services | \$ 174,000.00 | \$ - | \$ 42,000.00 | \$ 216,000.00 | 316 - SPED |
| SA26-00196 | 10/13/2025 | Sierra School Sacramento | Instructional aide services | \$ 1,000,000.00 | | \$ 150,000.00 | \$ 1,150,000.00 | 316 - SPED |
| SA26-00137 | 10/13/2025 | Point Quest El Dorado Hills | Instructional aide services | \$ 750,000.00 | | \$ 110,000.00 | \$ 860,000.00 | 316 - SPED |
| SA26-00090 | 10/14/2025 | Jabbergym | Occupational therapy services | \$ 85,000.00 | | \$ 156,000.00 | \$ 241,000.00 | 316 - SPED |
| SA26-00089 | 10/14/2025 | Jabbergym | Speech therapy services | \$ 165,751.00 | | \$ 414,000.00 | \$ 579,751.00 | 316 - SPED |
| SA26-00207 | 10/13/2025 | Placer Ed Corp - Sierra Foothills | Instructional aide services | \$ 110,000.00 | | \$ 160,000.00 | \$ 270,000.00 | 316 - SPED |
| SA26-00091 | 10/13/2025 | Aldar | Instructional aide services | \$ 282,000.00 | | \$ 200,000.00 | \$ 482,000.00 | 316 - SPED |

Other Contract Change Orders

| PO# | Date | Vendor Name | Description | Original PO Amount \$ | Previous Approved C/O Totals \$ | Current C/O for Approval Amount \$ | New Contract Amount \$ | Responsibility |
|------------|------------|--------------------------|---|-----------------------|---------------------------------|------------------------------------|------------------------|----------------|
| VR25-11404 | 10/7/2025 | Architectural Nexus Inc. | Architctual & Engineering services from design through construction on the District Office (Nutrition Services Freezer) Project #804-0000-25CIP | \$ 24,464.00 | \$ - | \$ 370,000.00 | \$ 394,464.00 | FAC |
| VR25-02249 | 10/14/2025 | Campbell Keller | Additional furniture for the Katherine Johnson MS New Construction Project #055-9512-P1 | \$ 2,042,608.51 | \$ 169,546.40 | \$ 2,754.60 | \$ 2,214,909.51 | FAC |
| VR25-10006 | 10/14/2025 | Campbell Keller | Additional furniture for the Woodside Light Mod Project # 169-9497-P1 | \$ 1,528,085.42 | \$ 169,874.27 | \$ 8,898.59 | \$ 1,706,858.28 | FAC |
| VR25-07738 | 10/14/2025 | Mobile Modular | Service call for work not covered by warranty on the Howe Ave ES School Portable Project #123-9568-P2 | \$ 370,089.64 | \$ 8,627.63 | \$ 180.00 | \$ 378,897.27 | 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 |
|------------|------------|------------------------|--|-----------------------|---------------------------------|------------------------------------|------------------------|----------------|
| VR25-12808 | 10/14/2025 | Bobo Construction Inc. | Additional EMS controls work and Hardscape striping for the Howe Ave ES School Portable Project #123-9568-P2 | \$ 782,696.00 | \$ - | \$ 55,531.00 | \$ 838,227.00 | FAC |

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

October 1, 2025- October 14, 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 | 10/14/2025 | TBD | 26-200 | Criterion Construction Professionals | Inspection services for San Juan HS MOD (Science) Project #204-9495-P1 | \$ 162,000.00 | 216 - FAC |
| | | | | | | | |
| | | | | | | | |

New Addendum to Master Agreements

| Fund | Date | PO# | Bid # | Vendor Name | Description | Amount \$ | Responsibility |
|------|------|-----|-------|-------------|-------------|-----------|----------------|
| | | | | | | | |
| | | | | | | | |
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**Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar**

October 1, 2025- October 14, 2025

| Fund | Date | Site/ Department | Vendor Name | Description |
|------|------------|---------------------|-------------|--|
| 01 | 10/14/2025 | Coyle | Recreate | Presentation on how to sort smart and recycle right with hands on art project. |
| | | | | |
| | | | | |

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

AGENDA ITEM: H.3

MEETING DATE: 10/28/2025

SUBJECT: Business/Financial Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board approve the business/financial report - notices of completion and warrants and payroll.

RATIONALE/BACKGROUND:

In accordance with Education Code section 3460 Financial Report and Accountability, Fiscal Services will report the warrants and payroll expenditures for the prior month. In accordance with Education Code section 7400 Construction and Modernization of Facilities, Facilities accounting compliance will list any notices of completion for construction projects that have been finalized.

ATTACHMENT(S):

1. [Business Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

PREPARED BY: Laura Lilley, Director, Fiscal Services
Joel Ryan, Chief Financial Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Notices of Completion - Board of Education

| CONTRACTOR | PROJECT | DATE OF ACCEPTANCE | DATE RECORDED |
|--|--|--------------------|---------------|
| Kiz Construction, Inc. | PO# VR25-08492 Provide all labor, materials, equipment, tools, transportation and incidentals for interior remodel of existing classroom. The new aviation classroom received utility upgrades, technology upgrades and all new finishes. Addition of fence in outdoor learning area and minor reconfiguration to site circulation at Mira Loma High school, 4000 Edison Avenue, Sacramento CA 95821, located in the San Juan Unified School District. Vendor: Kiz Construction, Inc. | 9/15/2025 | 9/23/2025 |
| Kaler General Contractors, Inc. | PO# VR26-01186 Provide all labor, materials, equipment, tools, transportation and incidentals for repair to structural beam attached to canopy at the gymnasium. Repairs to roof adjacent to poles; add bollards adjacent to the canopy at Rio Americano High school, 4540 American River Drive, Sacramento, CA 95864, located in the San Juan Unified School District. Vendor: Kaler General Contractors, Inc. | 9/16/2025 | 9/23/2025 |
| EIDIM Group Inc. dba EIDIM AV Technology | PO# VR25-12923 Provide all labor, materials, equipment, tools, transportation and incidentals to replace and add to existing Audio-Visual System in the large gym, upgrade existing audio components as necessary to meet district's current audio standards, at El Camino High school, 4300 El Camino Avenue, Sacramento, CA 95821, located in the San Juan Unified School District. Vendor: EIDIM Group Inc. dba EIDIM AV Technology | 9/19/2025 | 9/25/2025 |

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

| VENDOR AND CONTRACT WARRANTS | | | |
|-------------------------------------|----------------------------------|--|-------------------------|
| Fund | | | September 2025 |
| 01 | General Fund | | 10,664,880.69 |
| 09 | Charter Schools | | 23,166.60 |
| 10 | Special Ed Pass-Thru | | - |
| 11 | Adult Education | | 29,895.07 |
| 12 | Child Development | | 149,264.16 |
| 13 | Food Service/Cafeteria | | 1,008,398.81 |
| 14 | Deferred Maintenance | | 503,034.08 |
| 21 | Building Fund | | 1,658,662.88 |
| 22 | Measure S Building Fund | | 2,991.53 |
| 23 | Measure J Building Fund | | 4,904.32 |
| 24 | Measure N Building Fund | | 2,391.91 |
| 25 | Capital Facilities | | 7,909.48 |
| 26 | Measure P Building Fund | | 8,429,729.77 |
| 35 | State Schools Facilities Fund | | - |
| 40 | Sp Res FD -- Capital Outlay Proj | | - |
| 67 | Self Insurance | | 18,353.38 |
| 95 | Student Body | | - |
| TOTAL | | | \$ 22,503,582.68 |

| PAYROLL AND BENEFITS | |
|-----------------------------|-------------------------|
| All Funds | September 2025 |
| Certificated Payroll | \$ 27,290,595.24 |
| Classified Payroll | \$ 11,162,060.78 |
| Benefits | \$ 18,574,894.64 |
| TOTAL | \$ 57,027,550.66 |

GRAND TOTAL \$ 79,531,133.34

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

AGENDA ITEM: H.4

MEETING DATE: 10/28/2025

SUBJECT: Gifts

DEPARTMENT: Administration

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

Acceptance of the following gifts:

Bella Vista High School: from Bella Vista ASB Track Club - for RadioLynx wireless start system and remote positioner track timing equipment: \$2,305.52.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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

AGENDA ITEM: H.5

MEETING DATE: 10/28/2025

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:

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

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

ATTACHMENT(S):

1. [Surplus Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

PREPARED BY:

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

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

Board of Education Agenda Item
Surplus Property

10/28/2025

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 |
|---------------|---------|--------------------------|-------------|------------------------|-------------|
| Coyle | Brother | MFC-L3750CDW | Printer | S/N: U65179M2N199808 | eWaste |
| DO -Eng Lang | HP | Color JetEnterprise M553 | Printer | S/N: JPCCNCOCX | eWaste |
| Howe | Kyocera | Ecosys FS-6525MFP | Copier | SN: NWZ6714143 | eWaste |
| Howe | Kyocera | TASKalfa 5003i | Copier | SN: LBWA1ZZICA | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306059 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20247823 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20289618 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306051 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306049 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306031 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306053 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20289600 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20306055 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20196057 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20240814 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20198676 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 10019913 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20230814 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20239798 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20227867 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20299130 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20285890 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20227418 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20229572 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20233764 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20226157 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20239869 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20224328 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20229646 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20224596 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20299135 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20299133 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20233186 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20224693 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20232047 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20242412 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20271501 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20239722 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20226906 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20231912 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20233760 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20227226 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20227994 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20232442 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20233775 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20226989 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20223459 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20233782 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20289289 | eWaste |
| Mariemont | Google | Chromebook | Laptop | Asset: 20229647 | eWaste |

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

AGENDA ITEM: H.6

MEETING DATE: 10/28/2025

SUBJECT: Revisions to Board Policy 0420.4 Charter School Authorization

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the proposed revisions to Board Policy 0420.4 Charter School Authorization.

RATIONALE/BACKGROUND:

The proposed revisions to Board Policy 0420.4 – Charter School Authorization incorporate recent updates in Education Code into the policy.

The revised policy aligns with current district practice and provides a clear process for charter school authorization to the district. These updates ensure that charter school authorization procedures are aligned with state policies and are consistent for every school seeking authorization or reauthorization.

ATTACHMENT(S):

1. [Proposed Revisions to Board Policy 0420.4](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/08/2025, 10/06/2025,10/20/2025

Board of Education: 10/14/2025 (discussion)

FISCAL IMPACT:

N/A

PREPARED BY:

Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY:

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

Policy 0420.4: Charter School Authorization

Status: ADOPTED

Original Adopted Date: 02/22/1994 | **Last Revised Date:** 09/24/2019 | **Last Reviewed Date:** 09/24/2019

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code section 47605)

The board expects the education program of each charter school to fulfill the intent of the Charter Schools Act as listed in Education Code section 47601. In reviewing petitions for the establishment of charter schools pursuant to this section, the board shall be guided by the intent of the Legislature. The superintendent or designee shall develop administrative regulations, consistent with board policy, for the review and approval of petitions. The board may deny a charter school request if it presents as an unsound educational program or if the educational program does not comply with the intent of the Charter Schools Act. (Education Code sections 47601, 47605)

It is the board's expectation that all teachers who sign a charter petition as being meaningfully interested in teaching at the charter school will be certified by the State of California, Commission on Teacher Credentialing.

Charter schools are accountable for meeting measurable pupil outcomes and are obligated to comply with the provisions of federal law, specified state law, their charters, and board policies and administrative requirements that are components of board oversight. Charters may not be unilaterally amended, and material revisions of the provisions of a charter require board approval. The board may revoke charters with schools that fail to meet any of these requirements by following provisions in the California Charter Schools Act. (Education Code section 47605)

The board shall endeavor to structure relationships between charter schools and the district that stimulate continual improvements in all public schools. The board expects charter developers to create their charter proposals independently from the district as one indication of their readiness to operate a charter school.

In determining whether to grant or deny a charter, the board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation. If the board denies a charter, petitioners may submit the petition first to the County Board of Education and then, if denied by the County Board, to the State Board of

Education (SBE). A charter granted by the governing board may be up to five years, beginning July 1 of the first year the school enrolls students, unless revoked following provisions in the California Charter Schools Act. (Education Code section 47605; 5 CCR 11967.5-11967.5.1)

Any petition for a ~~start-up~~ charter school ~~or conversion charter school~~ shall include all components, ~~and~~ signatures, and statements, required by law, as specified in the accompanying administrative regulation. The proposed charter shall be attached to the petition. ~~and shall be submitted to the board.~~

All requests for new charters, material revisions to the original charter, charter renewals, and conversions shall be filed at a regularly scheduled meeting of the Board of Education, in forms and formats and by process defined in the administrative regulations, and consistent with board policy. All filings must be complete when submitted to the district's board.

Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

Within ~~60~~30 days of receiving a petition to establish a charter school, the board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code section 47605)

Within ~~9~~60 days of receiving a petition, or within ~~12~~90 days with mutual consent of the petitioners and the board, the board shall either approve or deny the request to establish the charter school. (Education Code section 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code section 47611.5)

Approval of Petition

The board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experience to students identified by the petitioner as academically low achieving. (Education Code section 47605(h))

The board may initially grant a charter for a specified term not to exceed five years. (Education Code section 47607)

The board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter and for complying with applicable law, including Education Code section 47604.1. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, including student outcomes aligned with state priorities as described in Education Code section 52060, and regular reports to the board.

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code section 47605)

The board may approve one or more memoranda of understanding ("MOU") to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be reviewed by the board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the SBE. (Education Code section 47605)

Denial of Petition

The board shall deny any charter petition that:

1. Authorizes the conversion of a private school to a charter school. (Education Code section 47602)
2. Proposes to operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code section 47604)
3. Proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code section 47605; 5 CCR 11965)
- ~~3.~~ [4. Offer nonclassroom-based instruction \(Education Code 47612.7\)](#)

Any other charter petition shall be denied only if the board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code section 47605)

1. The charter school presents an unsound educational program [that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit](#) for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the number of signatures required.
4. The petition does not contain [a clear, unequivocal statement described in Education Code 47605\(e\), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220](#) ~~an affirmation of each of the conditions described in Education Code section 47605(d).~~
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code section 47605(b).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3.
7. [The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate \(Education Code section 47605\).](#)

[Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances that analyze and consider the following factors:](#)

- a. [The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings](#)
 - b. [Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate](#)
8. [The district is not positioned to absorb the fiscal impact of the proposed charter school \(Education Code section 47605\).](#)

[The district meets this criterion if it has a negative interim certification, has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification, or is under state receivership.](#)

6.

The board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code sections 47605.7, 47647)

[Appeals](#)

[If the Board denies a petition, the petitioner may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. \(Education Code 47605\)](#)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE, which may include supporting documentation, detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

Material Revisions to Charter

Material revisions to a charter may only be made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to petitions for the authorization of charter schools as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to one or more additional sites or grade levels, whether concurrently with or unrelated to a renewal, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations or grade levels. The Board shall consider approval of the additional locations or grade levels at an open, public meeting. (Education Code 47605, 47607)

The Board may deny a proposed material revision if it finds that the proposed material revision would render the charter school demonstrably unlikely to serve the interests of the entire community in which the school is located or proposes to locate. In making this finding, the Board shall consider all of the following: (Education Code 47605)

1. The fiscal impact of the proposed expansion on the district
2. The extent to which the expansion would substantially undermine existing services, academic offerings, or programmatic offerings
3. Whether the expansion would duplicate a program currently offered within the district that has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

Additionally, the Board may deny a proposed material revision if it finds that the district is not positioned to absorb the fiscal impact of the proposed material revision. The Board shall make this finding if the district has a qualified interim certification pursuant to Education Code 42131 and the County Superintendent, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the district having a negative interim certification pursuant to Education Code 42131, the district has a negative interim certification pursuant to Education Code 42131, or the district is under state receivership. (Education Code 47605)

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

AGENDA ITEM: H.7

MEETING DATE: 10/28/2025

SUBJECT: Consolidated Application

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the submission of the 2025-26 Consolidated Application for Funding to the California Department of Education (CDE) and State Board of Education (SBE).

RATIONALE/BACKGROUND:

California Education Code section 6400b requires districts to annually submit to the SBE an application for funding through the following federal programs:

- Title I (A) – Basic Grant
- Title II (A) – Supporting Effective Instruction
- Title III (A) – Language Instruction for English Learners
- Title III (A) – Immigrant Fund
- Title IV (A) – Student Support and Academic Enrichment Grants

In addition, the Consolidated Application reflects an accounting of the federal dollars expended during the previous grant cycle. The Consolidated Application for Funding Report is available for review in the superintendent’s office.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent’s Cabinet: 10/20/2025

FISCAL IMPACT:

Current Budget: \$ 21,100,000

Funding Source: Federal funds

PREPARED BY: Gwyn Dellinger, Director, Office of Student Learning Assistance

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

SUBJECT: End of Year Data Summary for Middle School and High School - (Dale) - 7:25 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Report: The superintendent is recommending that the board receive a report regarding the middle school and high school 2024-2025 end of year data results, including the results of the 2025 California Assessment of Student Performance and Progress (CAASPP) assessments.

RATIONALE/BACKGROUND:

In previous years, the board has received a single summary report of the district’s CAASPP test results across all tested grade levels. This year, the presentation will be divided into three separate reports, beginning with the secondary level. The first report will provide a 2024–25 end-of-year data summary, including summative metrics for English language arts (ELA), mathematics, suspension, and chronic absenteeism.

Additionally, this presentation will provide context on how the measures align with the California School Dashboard for accountability. This presentation will also celebrate schools that are making growth in the areas of ELA, math, chronic absenteeism, and suspension rates. Our purpose is to use this data to inform our equity-driven continuous improvement work as we focus on improving outcomes for our targeted student groups and, more broadly, all students in San Juan Unified.

ATTACHMENT(S):

1. [Presentation](#)
2. [2024-25 Preliminary CAASPP ELA DFS Summary Spring Secondary](#)
3. [2024-25 Preliminary CAASPP Math DFS Summary Spring Secondary](#)
4. [2024-25 CAASPP ELA Summary Spring Secondary](#)
5. [2024-25 CAASPP Math Summary Spring Secondary](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/06/2025, 10/20/2025

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
Melissa Bassanelli, Superintendent of Schools

Board of Education

2024-25

End of Year Data Summary for Middle School and High School

October 28, 2025

2024-25 END OF YEAR DATA SUMMARY

- Types of Data/Reporting Data
- English Language Arts (ELA)
- Mathematics
- Chronic Absenteeism
- Suspension

TYPES OF DATA



Summative Data

Occurs at the **end** of the school year

Lagging indicator that provides a final evaluation of knowledge, skill, or proficiency

State Data: CA School Dashboard Indicators



Formative Data

Occurs **during** the school year

Leading indicator that provides ongoing and timely feedback to inform and adjust instructional strategies

Local Data: formative assessments, check for understanding (CFUs), grades

3

3

MIDDLE SCHOOL & HIGH SCHOOL CAASPP GROWTH (Preliminary)

Growth



Distance from Standard (DFS)

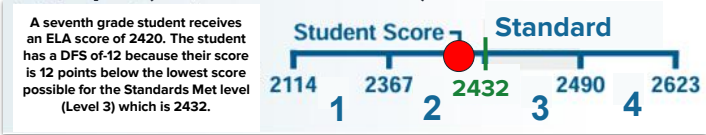
- Scale score **points**
- Distance above/below meeting standard
- Emphasizes **growth** and improvement over time
- Measure reported on CA accountability system: **CA School Dashboard**

4

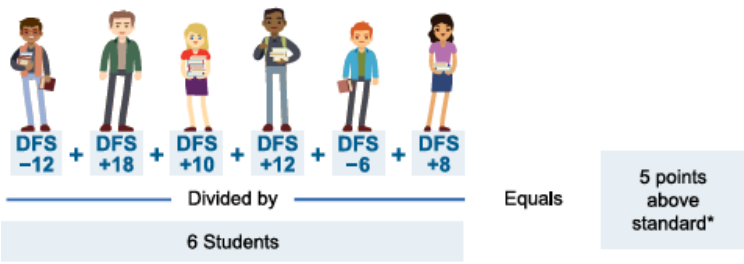
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GROWTH: CALCULATING THE DISTANCE FROM STANDARD

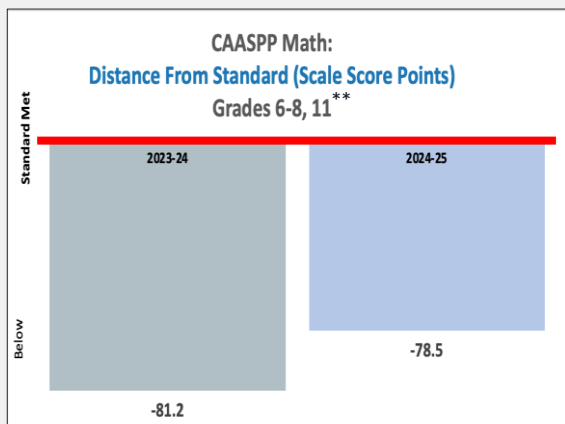
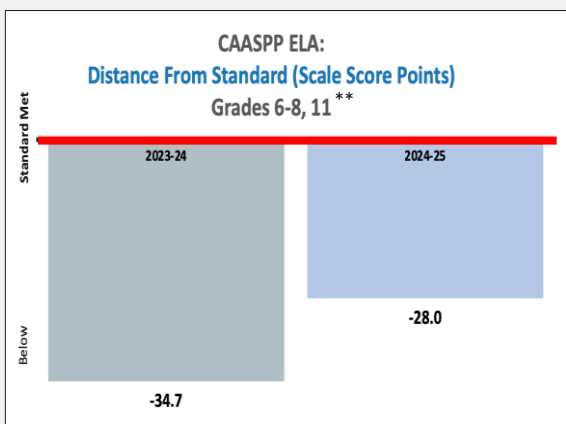
Example (Individual Student):



Example (District, Sites, and Student Groups):



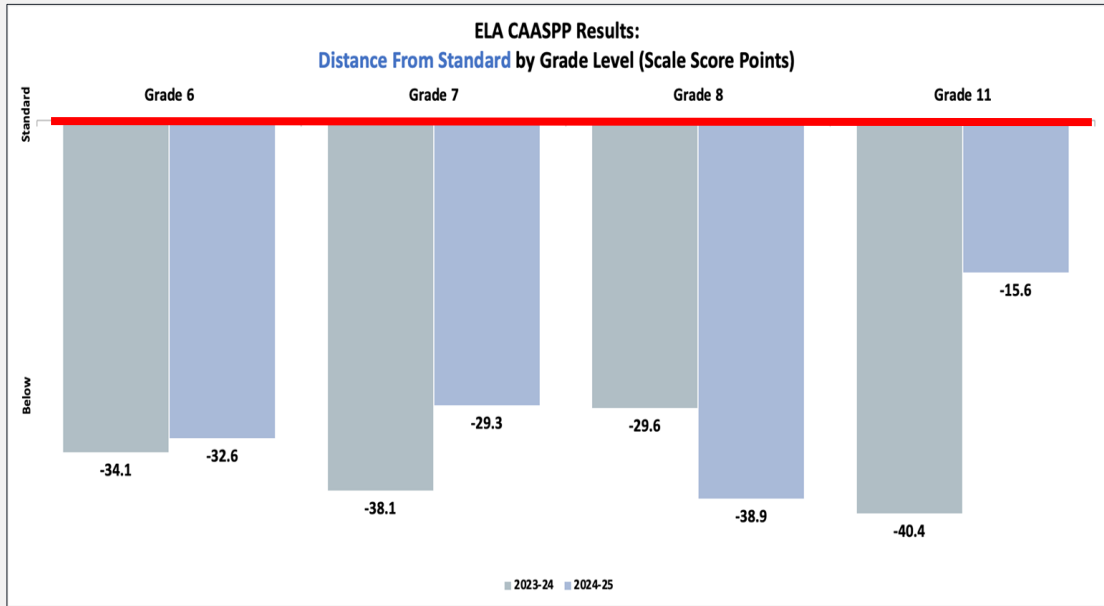
MIDDLE SCHOOL & HIGH SCHOOL ELA AND MATH CAASPP* DISTANCE FROM STANDARD (Preliminary)



*California Assessment of Student Performance and Progress (CAASPP)

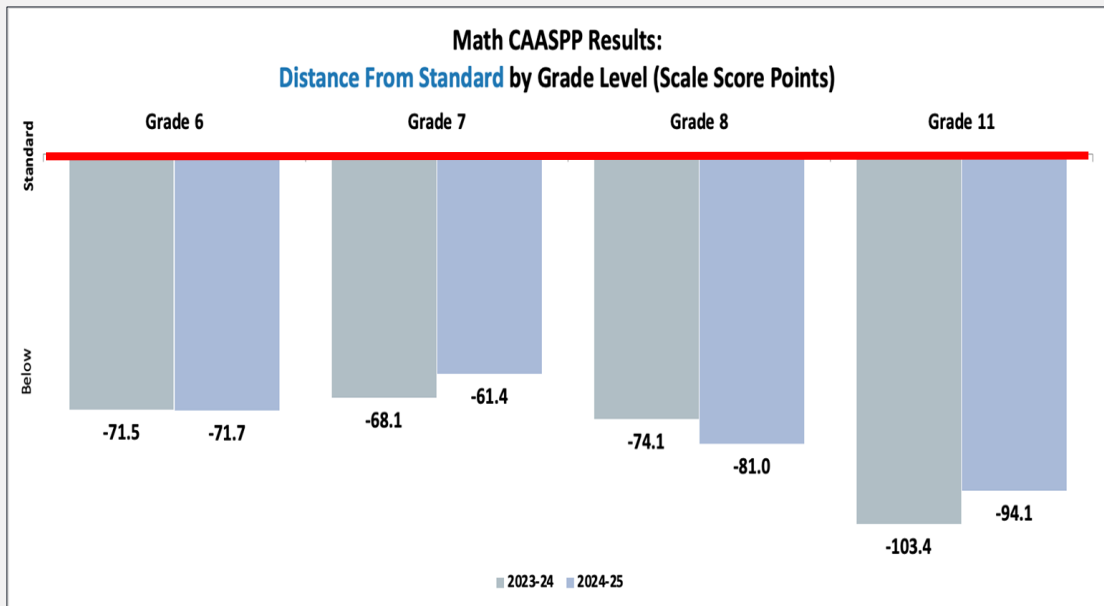
**Only representative of traditional middle schools in the 6-8 scores

ELA CAASPP BY MIDDLE SCHOOL & HIGH SCHOOL GRADE LEVELS: DISTANCE FROM STANDARD (Preliminary)



7

MATH CAASPP BY MIDDLE SCHOOL & HIGH SCHOOL GRADE LEVELS: DISTANCE FROM STANDARD (Preliminary)



8

ELA CAASPP STUDENT GROUP DISTANCE FROM STANDARD MIDDLE SCHOOL & HIGH SCHOOL (Preliminary)



| Student Groups | 2023-24 | 2024-25 | Change | Student Count |
|----------------------------|---------|---|---------|---------------|
| Filipino | 30.1 | 29.0 ● | ↓ -1.1 | 70 |
| Two or More Races | -17.5 | -9.5 ● | ↑ +8.0 | 669 |
| White | -17.8 | -9.5 ● | ↑ +8.3 | 3983 |
| American Indian | -55.2 | -15.2 ● | ↑ +40.0 | 27 |
| Hispanic | -57.9 | -42.6 ● | ↑ +15.3 | 2262 |
| Asian | -43.1 | -53.8 ● | ↓ -10.7 | 1066 |
| Low SES | -66.6 | -62.4 ● | ↑ +4.2 | 5145 |
| Pacific Islander | -51.4 | -65.6 ● | ↓ -14.2 | 63 |
| African American | -89.9 | -87.9 ● | ↑ +2.0 | 467 |
| English Learners | -119.8 | -115.5 ● | ↑ +4.3 | 2019 |
| Homeless | -99.3 | -117.4 ● | ↓ -18.1 | 385 |
| Foster Youth | -87.1 | -119.4 ● | ↓ -32.3 | 13 |
| Students with Disabilities | -139.4 | -128.7 ● | ↑ +10.7 | 971 |
| Long Term English Learners | -157.4 | -144.5 ● | ↑ +12.9 | 315 |

District Average

-28.0

Icon Legend



Increased scale score points



Decreased scale score points

9

9

MATH CAASPP STUDENT GROUP DISTANCE FROM STANDARD MIDDLE SCHOOL & HIGH SCHOOL (Preliminary)



| Student Groups | 2023-24 | 2024-25 | Change | Student Count |
|----------------------------|---------|---|---------|---------------|
| Filipino | -29.9 | -33.1 ● | ↓ -3.2 | 70 |
| White | -57.3 | -56.2 ● | ↑ +1.1 | 3982 |
| Two or More Races | -68.3 | -61.4 ● | ↑ +6.9 | 669 |
| Asian | -74.6 | -84.2 ● | ↓ -9.6 | 1067 |
| American Indian | -126.9 | -94.5 ● | ↑ +32.4 | 27 |
| Hispanic | -116.8 | -104.8 ● | ↑ +12.0 | 2259 |
| Low SES | -115.9 | -112.8 ● | ↑ +3.1 | 5143 |
| Pacific Islander | -114.4 | -125.9 ● | ↓ -11.5 | 63 |
| English Learners | -161.6 | -150.8 ● | ↑ +10.8 | 2020 |
| African American | -145.5 | -153.5 ● | ↓ -8.0 | 467 |
| Homeless | -155.1 | -155.4 ● | ↓ -0.3 | 385 |
| Students with Disabilities | -194.6 | -186.2 ● | ↑ +8.4 | 972 |
| Foster Youth | -194.3 | -190.4 ● | ↑ +3.9 | 13 |
| Long Term English Learners | -213.1 | -194.1 ● | ↑ +19.0 | 314 |

District Average

-78.5

Icon Legend



Increased scale score points



Decreased scale score points

10

10

MIDDLE SCHOOL & HIGH SCHOOL CAASPP CELEBRATIONS




ELA and Math: Schools with Significant Growth

ELA CAASPP RESULTS: MIDDLE & HIGH SCHOOLS Improvement





Significant Growth Middle Schools

Barrett: 16.3 points 

High Schools

Del Campo: 63.2 points 
 San Juan High: 21.6 points 
 El Camino: 15.6 points 

Growth

Casa Roble: 11.1 points 
 Bella Vista: 5.6 points 
 Mesa Verde: 4.6 points 
 La Entrada: 4.1 points 
 Rio Americano: 3.1 points 

Improvement (CA Dashboard Metrics)

Significant Growth = increase
by +15 points or more

Growth = increase by +3.0
to 14.9 points




MATH CAASPP RESULTS: MIDDLE & HIGH SCHOOLS Improvement



Significant Growth Middle Schools


Katherine Johnson: 23.3 points 

High Schools


Del Campo: 52.8 points 
 San Juan High: 25.3 points 
 Casa Roble: 15.0 points 


Growth Middle Schools


Winston Churchill: 13 points 

Sylvan: 5 points 

High Schools

Encina: 9.1 points 

Bella Vista: 9 points 

Mesa Verde: 8.3 points 

Improvement (CA Dashboard Metrics)

Significant Growth = increase by +15 points or more

Growth = increase by +3.0 to 14.9 points

13

13



MIDDLE SCHOOL & HIGH SCHOOL CAASPP STATUS

Status



Standard Met

- Percentage
- Met or exceeded standard
- Emphasizes current year **status** level
- Measure reported on CA data reporting system: [DataQuest](#)

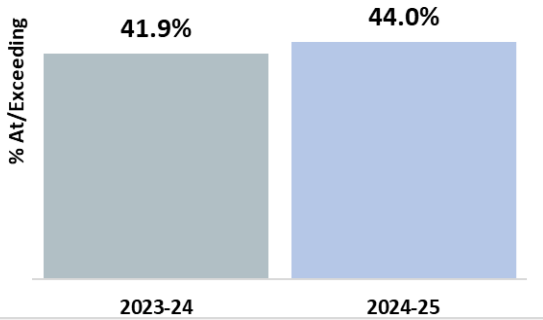
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14

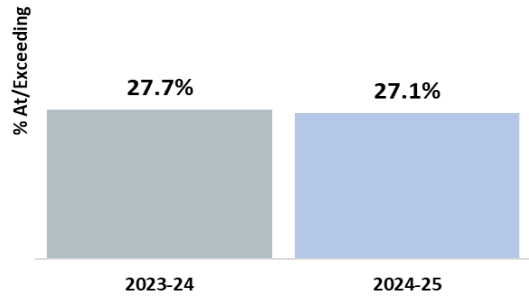
MIDDLE SCHOOL & HIGH SCHOOL ELA AND MATH CAASPP* PERCENT MEETING/EXCEEDING



**CAASPP ELA: Percent Met/Exceeding:
Grades 6-8, 11****



**CAASPP Math: Percent Met/Exceeding
Grades 6-8, 11****



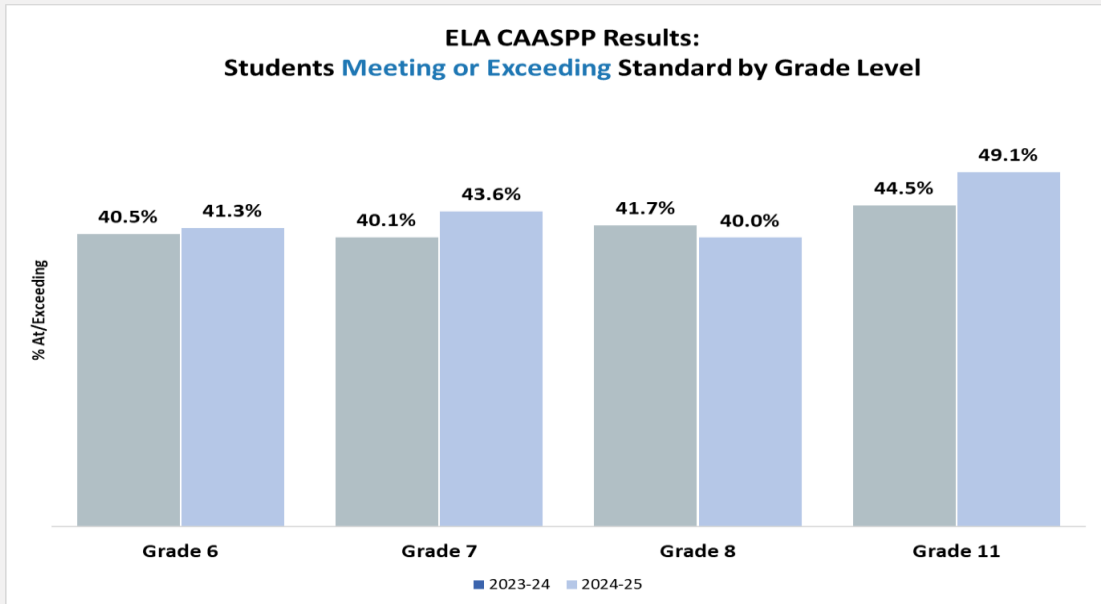
*California Assessment of Student Performance and Progress (CAASPP)

**Only representative of traditional middle schools in the 6-8 scores

MIDDLE SCHOOL & HIGH SCHOOL ELA CAASPP BY GRADE LEVEL: PERCENT MET/EXCEEDED



**ELA CAASPP Results:
Students Meeting or Exceeding Standard by Grade Level**



ELA CAASPP STUDENT GROUP RESULTS MIDDLE SCHOOL & GRADE 11

| Student Groups | 2023-24 | 2024-25 | Change | Student Count |
|----------------------------|---------|--|---------|---------------|
| Filipino | 64.7% | 68.5% ● | ↑ +3.8 | 73 |
| American Indian | 34.0% | 51.9% ● | ↑ +17.9 | 27 |
| White | 48.9% | 50.7% ● | ↑ +1.8 | 4056 |
| Two or More Races | 49.5% | 50.1% ● | ↑ +0.6 | 686 |
| Hispanic | 33.0% | 38.0% ● | ↑ 5.0 | 2292 |
| Asian | 37.8% | 37.1% ● | ↓ -0.7 | 1111 |
| Low SES | 30.1% | 32.7% ● | ↑ +2.6 | 5209 |
| Pacific Islander | 27.9% | 30.3% ● | ↑ +2.4 | 66 |
| Foster Youth | 33.3% | 23.5% ● | ↓ -9.8 | 17 |
| African American | 20.5% | 21.9% ● | ↑ +1.4 | 494 |
| Homeless | 19.1% | 18.8% ● | ↓ -0.3 | 398 |
| Students with Disabilities | 11.8% | 10.8% ● | ↓ -1.0 | 922 |
| English Learners | 2.9% | 4.4% ● | ↑ +1.5 | 1512 |
| Long Term English Learners | 1.8% | 3.2% ● | ↑ +1.4 | 310 |

District Average

44.0%

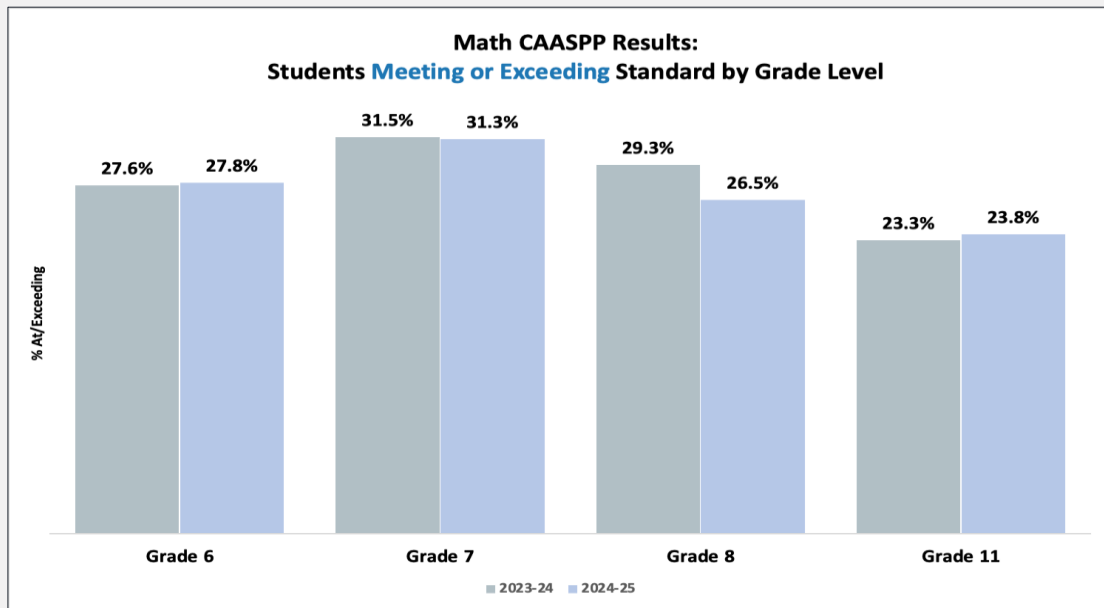
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| | |
|--------------------------------------|----------------------|
| ● | Increased vs 2023-24 |
| ● | Decreased vs 2023-24 |

17

17

MIDDLE SCHOOL & HIGH SCHOOL MATH CAASPP BY GRADE LEVEL: PERCENT MET/EXCEEDED



18

18

MATH CAASPP STUDENT GROUP RESULTS MIDDLE SCHOOL & GRADE 11



| Student Groups | 2023–24 | 2024–25 | Change | Student Count |
|----------------------------|---------|--|--------|---------------|
| Filipino | 40.0% | 41.9% ● | ↑ +1.9 | 74 |
| Two or More Races | 32.5% | 33.1% ● | ↑ +0.6 | 685 |
| White | 34.2% | 33.0% ● | ↓ -1.2 | 4121 |
| Asian | 29.7% | 26.8% ● | ↓ -2.9 | 1265 |
| American Indian | 19.1% | 25.9% ● | ↑ +6.8 | 27 |
| Hispanic | 17.2% | 18.9% ● | ↑ +1.7 | 2304 |
| Low SES | 18.0% | 17.5% ● | ↓ -0.5 | 5432 |
| Pacific Islander | 12.7% | 13.6% ● | ↑ +0.9 | 63 |
| Foster Youth | 6.7% | 11.8% ● | ↑ +5.1 | 17 |
| African American | 10.1% | 8.3% ● | ↓ -1.8 | 495 |
| Homeless | 7.5% | 6.6% ● | ↓ -0.9 | 423 |
| Students with Disabilities | 6.8% | 6.3% ● | ↓ -0.5 | 912 |
| English Learners | 2.9% | 3.4% ● | ↑ +0.5 | 1787 |
| Long Term English Learners | 0.0% | 0.6% ● | ↑ +0.6 | 309 |

District Average
27.1%

| Icon Legend | |
|--------------------------------------|----------------------|
| ● | Increased vs 2023–24 |
| ● | Decreased vs 2023–24 |

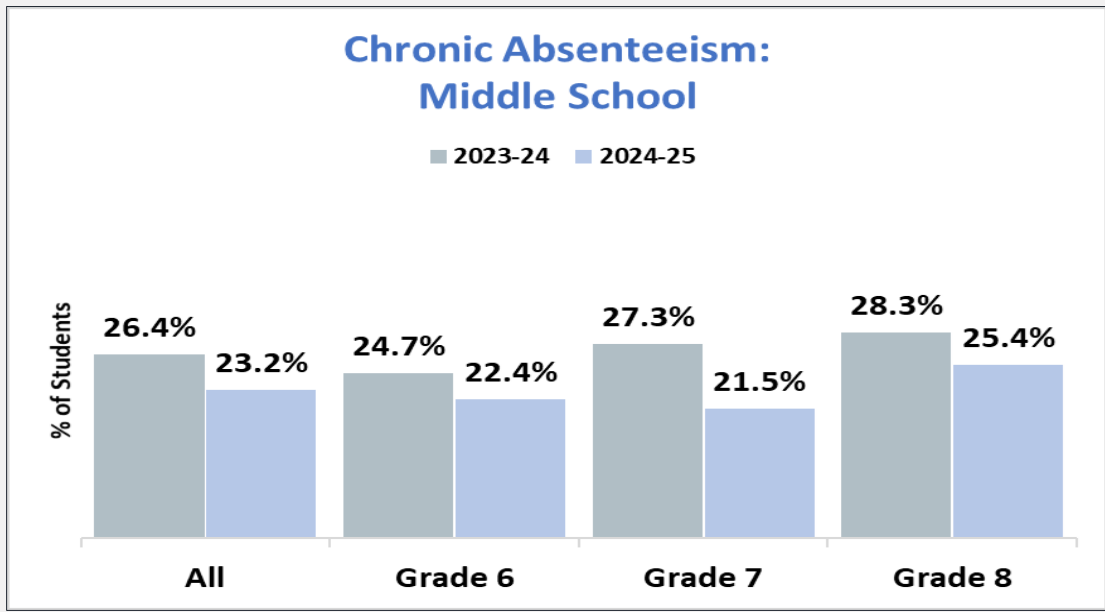


MIDDLE SCHOOL CHRONIC ABSENTEEISM*

Overall and Student Groups

*In California, **chronic absenteeism** is defined by [Education Code Section 60901\(c\)\(1\)](#) as a pupil who is **absent on 10% or more of the schooldays** in the school year for any reason, including excused and unexcused absences and suspensions. To be counted, a student in **kindergarten through eighth grade** must also be enrolled for at least 31 instructional days to be included in the chronic absenteeism rate indicator on the [California School Dashboard](#).

CHRONIC ABSENTEEISM: MIDDLE SCHOOL



21

21

CHRONIC ABSENTEEISM: MIDDLE SCHOOL STUDENT GROUPS



| Student Groups | 2023-24 | 2024-25 | Change | Student Count |
|---------------------------------|---------|---------|---------|---------------|
| Filipino | 17.5% | 4.7% | ↓ -12.8 | 43 |
| Asian | 20.3% | 11.9% | ↓ -8.4 | 1064 |
| White | 23.0% | 21.1% | ↓ -1.9 | 3105 |
| English Learners | 32.1% | 21.2% | ↓ -10.9 | 1398 |
| Two or More Races | 29.3% | 24.0% | ↓ -5.3 | 533 |
| Hispanic | 31.9% | 28.3% | ↓ -3.6 | 1741 |
| Socioeconomically Disadvantaged | 52.7% | 31.1% | ↓ -21.6 | 2527 |
| Students with Disabilities | 33.0% | 32.7% | ↓ -0.3 | 1220 |
| Long Term English Learners | 43.7% | 36.8% | ↓ -6.9 | 242 |
| American Indian | 52.8% | 40.9% | ↓ -11.9 | 22 |
| African American | 40.3% | 42.5% | ↑ +2.2 | 442 |
| Pacific Islander | 56.5% | 43.5% | ↓ -13.0 | 46 |
| Foster Youth | 36.1% | 45.8% | ↑ +9.7 | 24 |
| Homeless | 52.7% | 52.2% | ↓ -0.5 | 414 |

District
Average

23.2%

Icon Legend

| | |
|--------------------------------------|-----------------------|
| ● | Decreased vs. 2023-24 |
| ● | Increased vs. 2023-24 |

22

22

CHRONIC ABSENTEEISM: MIDDLE SCHOOLS



Improvement

Winston Churchill: -2.3%



Barrett: -1.2%



Arcade: -0.9%



Improvement

(CA Dashboard Metrics)

Improvement = decrease of chronic absenteeism by ≥ 0.5 percentage points

23

23



MIDDLE SCHOOL & HIGH SCHOOL SUSPENSIONS

Overall and Student Groups

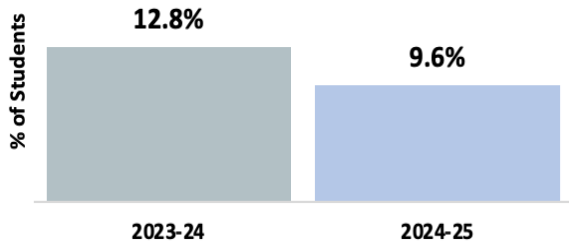
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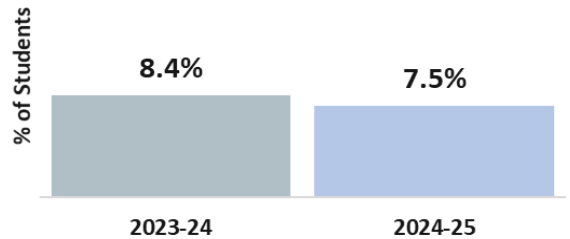
MIDDLE SCHOOL & HIGH SCHOOL: SUSPENSIONS



Suspension Rate Grades 6-8



Suspension Rate Grades 9-12



25

25

SUSPENSION: MIDDLE SCHOOL STUDENT GROUPS



| Student Group | 2023-24 | 2024-25 | Change | Student Count |
|---------------------------------|---------|---------|---------|---------------|
| Asian | 8.7% | 7.6% | ↓ -1.1 | 164 |
| Filipino | 10.5% | 8.5% | ↓ -2.0 | 43 |
| White | 11.0% | 8.2% | ↓ -2.8 | 3110 |
| American Indian | 19.4% | 9.1% | ↓ -10.3 | 22 |
| English Learners | 11.4% | 9.2% | ↓ -2.2 | 1399 |
| Hispanic | 12.8% | 9.6% | ↓ -3.2 | 1744 |
| Two or More Races | 15.2% | 11.4% | ↓ -3.8 | 534 |
| Long Term English Learners | 15.7% | 11.5% | ↓ -4.2 | 242 |
| Pacific Islander | 19.6% | 13.0% | ↓ -6.6 | 46 |
| Socioeconomically Disadvantaged | 13.3% | 13.7% | ↑ +0.4 | 2534 |
| Students with Disabilities | 16.7% | 14.0% | ↓ -2.7 | 1221 |
| Homeless | 23.7% | 17.7% | ↓ -6.0 | 417 |
| African American | 28.9% | 22.0% | ↓ -6.9 | 445 |
| Foster Youth | 40.9% | 30.8% | ↓ -10.1 | 25 |

District
Average

9.6%

Icon Legend

| | |
|--------------------------------------|-----------------------|
| ● | Decreased vs. 2023-24 |
| ● | Increased vs. 2023-24 |

26

26

SUSPENSION: HIGH SCHOOL STUDENT GROUPS



| Student Group | 2023-24 | 2024-25 | Change | Student Count |
|---------------------------------|---------|---------|---------|---------------|
| Filipino | 4.8% | 4.1% | ↓ -0.7 | 141 |
| White | 6.8% | 6.0% | ↓ -0.8 | 6059 |
| Two or More Races | 10.4% | 7.9% | ↓ -2.5 | 980 |
| Hispanic | 9.5% | 8.1% | ↓ -1.4 | 3377 |
| Asian | 9.7% | 9.0% | ↓ -0.7 | 1444 |
| Pacific Islander | 6.3% | 10.2% | ↑ +3.9 | 98 |
| English Learners | 11.8% | 10.8% | ↓ -1.0 | 2146 |
| Students with Disabilities | 12.5% | 11.2% | ↓ -1.3 | 1947 |
| Socioeconomically Disadvantaged | 9.2% | 11.3% | ↑ +2.1 | 4086 |
| Long Term English Learners | 11.4% | 11.9% | ↑ +0.5 | 444 |
| African American | 20.1% | 13.1% | ↓ -7.0 | 761 |
| Homeless | 21.0% | 13.9% | ↓ -7.1 | 793 |
| American Indian | 11.0% | 14.3% | ↑ +3.3 | 56 |
| Foster Youth | 27.6% | 16.9% | ↓ -10.7 | 70 |

District Average

7.5%

| Icon Legend | |
|-------------|-----------------------|
| | Decreased vs. 2023-24 |
| | Increased vs. 2023-24 |

27

27

SUSPENSIONS: MIDDLE SCHOOLS & HIGH SCHOOLS



Improved Significantly Middle Schools

- Winston Churchill: -2.3%
- Arcade: -5.9%
- Sylvan: -5.5%
- Barrett: -5.1%
- Andrew Carnegie: -3.3%
- Louis Pasteur: -2.1%

High Schools

- La Entrada: -10.9%
- San Juan High: -7.6%
- El Camino: -5.0%
- Casa Roble: -4.6%
- Mira Loma: -2.9%
- Bella Vista: -2.5%

Improved Middle Schools

- Katherine Johnson: -1.1%

High Schools

- Del Campo: -1.4%

Improvement

(CA Dashboard Metrics)

Significant Improvement = decrease by 2% or more

Improvement = decrease by 0.3% to 1.9%

28

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Questions and Board Discussion

2024-25 ELA Preliminary Secondary CAASPP Results: Distance from Standard Met Secondary

| Site | Distance From Standard Met | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | All | 6 | 7 | 8 | 11 | AA | AI | AS | FI | HISP | PI | TOM | White | EL | RFEP | FY | HM | LTEL | SED | SWD |
| District | -28.0 | -32.6 | -29.3 | -38.9 | -15.6 | -87.9 | -15.2 | -53.8 | 29.0 | -42.6 | -65.6 | -9.5 | -9.5 | -115.5 | -0.6 | -119.4 | -117.4 | -144.5 | -62.4 | -128.7 |
| Population | 8611 | 1621 | 2124 | 2154 | 2712 | 467 | 27 | 1066 | 70 | 2262 | 63 | 669 | 3983 | 2019 | 1335 | 13 | 385 | 315 | 5145 | 971 |
| Middle | | | | | | | | | | | | | | | | | | | | |
| Andrew Carnegie Middle | -17.0 | 0.1 | -9.6 | -28.1 | - | -130.2 | 183.0 | -20.2 | 72.1 | -31.5 | -63.8 | -39.3 | -6.5 | -80.6 | 13.6 | 81.0 | -78.8 | -140.1 | -36.8 | -104.4 |
| Arcade Middle | -79.5 | -73.5 | -70.7 | -94.1 | - | - | -104.0 | -120.3 | 4.0 | -73.6 | -153.0 | -51.1 | -44.9 | -126.8 | -31.8 | - | - | -144.4 | -95.2 | - |
| Arden Middle | -9.3 | -23.6 | -11.9 | 3.8 | - | -84.2 | 24.0 | -78.9 | 138.0 | -18.6 | -127.0 | -5.7 | 17.7 | -88.5 | -13.2 | 39.0 | -87.5 | -141.1 | -48.7 | -123.4 |
| John Barrett Middle | -31.2 | -28.0 | -21.7 | -42.9 | - | -65.4 | -52.8 | -79.4 | -39.0 | -32.5 | -17.8 | -23.8 | -24.4 | -82.0 | -0.7 | -194.0 | -103.1 | -110.7 | -51.8 | -126.0 |
| Katherine Johnson Middle | -142.9 | -130.4 | -147.5 | -150.6 | - | -128.0 | -32.0 | -171.5 | 7.0 | -128.0 | -179.6 | -100.2 | -139.8 | -160.7 | -50.9 | - | -156.2 | -159.3 | -145.3 | -158.8 |
| La Vista Center | -352.8 | -483.5 | -430.3 | -333.0 | -285.0 | -427.3 | - | - | - | -333.3 | - | - | -328.5 | -625.0 | -625.0 | - | -333.0 | - | -384.6 | -352.8 |
| Louis Pasteur Fundamental Middle | -24.8 | -27.9 | -20.5 | -26.5 | - | -75.8 | -54.0 | 48.1 | 0.4 | -33.0 | 9.3 | -54.5 | -20.8 | -62.2 | -2.5 | -158.0 | -109.4 | -104.1 | -38.1 | -133.2 |
| Sylvan Middle | -77.0 | -69.6 | -84.3 | -76.0 | - | -107.0 | 134.0 | -110.8 | -163.4 | -81.7 | -217.5 | -98.9 | -64.4 | -115.5 | -36.8 | - | -119.6 | -138.0 | -95.9 | -145.4 |
| Will Rogers Middle | -45.6 | -43.9 | -43.0 | -50.2 | - | -57.7 | - | -63.8 | 9.6 | -66.1 | -72.9 | -36.0 | -32.0 | -90.9 | -28.1 | - | -90.3 | -162.7 | -52.1 | -110.5 |
| Winston Churchill Middle | 30.2 | 47.7 | 41.1 | 5.5 | - | -62.1 | 115.0 | 83.8 | 140.4 | -28.8 | -56.3 | 49.8 | 24.7 | -83.0 | 51.6 | -114.0 | -115.5 | -162.3 | -38.0 | -122.8 |
| High School | | | | | | | | | | | | | | | | | | | | |
| Bella Vista High | 20.1 | - | - | - | 20.1 | 38.8 | 17.0 | 80.4 | -4.4 | 1.3 | -112.7 | 33.3 | 21.9 | -101.3 | 38.7 | -150.0 | -119.6 | -160.8 | -5.1 | -196.0 |
| Casa Roble Fundamental High | -27.1 | - | - | - | -27.1 | -65.0 | - | 66.0 | - | -14.5 | 32.0 | -7.2 | -43.4 | -76.4 | -21.4 | - | -152.5 | - | -42.8 | -182.5 |
| Del Campo High | -28.4 | - | - | - | -28.4 | -88.4 | -23.0 | -86.6 | -7.7 | -28.6 | -15.5 | -30.3 | -12.0 | -129.9 | -4.9 | -69.0 | -100.7 | -100.4 | -49.1 | -134.2 |
| El Camino Fundamental High | -7.3 | - | - | - | -7.3 | -33.1 | - | -124.4 | - | -20.4 | 11.0 | 51.0 | 16.1 | -86.1 | 9.5 | -144.0 | -94.5 | -104.1 | -23.1 | -142.1 |
| El Sereno Alternative Education | -60.8 | - | - | - | -60.8 | -205.3 | - | - | - | -105.8 | 8.0 | -71.8 | -44.4 | -205.3 | 24.6 | - | -107.8 | -616.0 | -66.7 | -141.5 |
| Encina High | -162.4 | - | - | - | -162.4 | -136.8 | -94.0 | -185.8 | -76.0 | -153.1 | -107.8 | -205.3 | -170.2 | -181.5 | -77.5 | -187.0 | - | -122.4 | -163.5 | -161.5 |
| La Entrada Continuation High | -188.6 | - | - | - | -188.6 | -316.3 | - | -253.0 | - | -157.4 | - | -150.0 | -240.2 | -253.0 | - | -616.0 | -201.9 | -253.0 | -200.0 | -128.8 |
| Laurel Ruff Center | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Meraki High | -13.4 | - | - | - | -13.4 | - | - | - | - | -44.3 | - | 137.0 | -15.6 | - | - | - | 77.0 | - | -67.9 | -308.0 |
| Mesa Verde High | -62.6 | - | - | - | -62.6 | -53.4 | - | -64.6 | 25.3 | -66.5 | - | -60.1 | -63.1 | -155.4 | -18.9 | - | -86.8 | -188.4 | -76.9 | -152.6 |
| Mira Loma High | -0.3 | - | - | - | -0.3 | -62.3 | - | -48.2 | 42.6 | -3.8 | 5.0 | 68.3 | 21.0 | -150.5 | 46.8 | -67.0 | -145.0 | -181.4 | -45.4 | -99.3 |
| Rio Americano High | 3.7 | - | - | - | 3.7 | -74.8 | - | -28.7 | 86.7 | -24.6 | -22.0 | 35.3 | 17.8 | -141.8 | -30.6 | - | -15.8 | -132.8 | -35.9 | -119.8 |
| San Juan High | -35.9 | - | - | - | -35.9 | -116.9 | -178.0 | 35.0 | 65.0 | -37.5 | -107.5 | -68.9 | -13.1 | -91.7 | 27.4 | -128.0 | -69.0 | -142.9 | -31.9 | -107.5 |

* Data as of Aug 7th, 2025

** "-" No population

2024-25 Math Preliminary Secondary CAASPP Results: Distance from Standard Met Secondary

| Site | Distance From Standard Met | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | All | 6 | 7 | 8 | 11 | AA | AI | AS | FI | HISP | PI | TOM | White | EL | RFEP | FY | HM | LTEL | SED | SWD |
| District | -78.5 | -71.7 | -61.4 | -81.0 | -94.1 | -153.5 | -94.5 | -84.2 | -33.1 | -104.8 | -125.9 | -61.4 | -56.2 | -150.8 | -57.7 | -190.4 | -155.4 | -194.1 | -112.8 | -186.2 |
| Population | 8,608 | 1,621 | 2,126 | 2,150 | 2,711 | 467 | 27 | 1,067 | 70 | 2,259 | 63 | 669 | 3,982 | 2,020 | 1,336 | 13 | 385 | 314 | 5,143 | 972 |
| Middle | | | | | | | | | | | | | | | | | | | | |
| Andrew Carnegie Middle | -49.2 | -12.3 | -41.3 | -66.2 | - | -172.9 | 77.0 | 17.5 | 0.7 | -79.3 | -96.8 | -93.7 | -33.7 | -100.8 | -35.5 | 6.0 | -116.0 | -152.9 | -63.8 | -188.1 |
| Arcade Middle | -123.1 | -134.2 | -108.3 | -129.6 | - | -151.6 | -214.0 | -167.4 | -41.0 | -123.6 | -187.5 | - | -78.8 | -164.3 | -90.8 | - | - | -207.5 | -137.7 | - |
| Arden Middle | -58.4 | -65.8 | -58.9 | -52.2 | - | -145.2 | -70.6 | -116.4 | 35.8 | -78.7 | -176.0 | -46.8 | -25.6 | -126.9 | -70.4 | -59.0 | -135.3 | -193.8 | -98.8 | -165.3 |
| John Barrett Middle | -81.1 | -78.3 | -67.7 | -96.8 | - | -120.3 | -137.3 | -116.6 | -100.3 | -85.9 | -94.8 | -74.6 | -72.3 | -127.4 | -65.8 | -197.5 | -144.1 | -162.4 | -102.3 | -176.6 |
| Katherine Johnson Middle | -171.0 | -170.4 | -164.6 | -177.2 | - | -170.7 | -47.0 | -195.5 | -138.0 | -157.4 | -167.5 | -154.3 | -155.3 | -182.5 | -87.7 | - | -199.5 | -198.5 | -172.7 | -199.9 |
| La Vista Center | -404.7 | -491.5 | -438.7 | -333.0 | -375.6 | -449.0 | - | - | - | -435.0 | - | - | -362.3 | -650.0 | -650.0 | - | -333.0 | - | -448.8 | -404.7 |
| Louis Pasteur Fundamental Middle | -43.3 | -53.2 | -13.1 | -65.6 | - | -104.5 | -42.0 | 10.4 | -46.1 | -64.9 | -27.3 | -64.2 | -33.6 | -89.1 | -42.3 | -249.0 | -116.2 | -180.6 | -59.6 | -149.8 |
| Sylvan Middle | -120.1 | -107.5 | -116.6 | -135.1 | - | -143.1 | 26.5 | -129.5 | -194.4 | -140.6 | -459.5 | -134.0 | -99.6 | -135.2 | -90.8 | - | -137.8 | -190.9 | -136.1 | -185.3 |
| Will Rogers Middle | -96.8 | -101.7 | -94.5 | -94.1 | - | -138.1 | - | -92.4 | -46.6 | -110.6 | -181.1 | -72.3 | -84.8 | -127.2 | -75.8 | - | -160.1 | -197.9 | -104.2 | -162.5 |
| Winston Churchill Middle | 14.7 | 28.6 | 22.8 | -4.5 | - | -108.0 | 97.0 | 77.3 | 134.6 | -59.7 | -147.7 | 36.3 | 12.9 | -102.8 | 39.9 | -235.0 | -155.7 | -165.2 | -57.7 | -160.7 |
| High School | | | | | | | | | | | | | | | | | | | | |
| Bella Vista High | -34.3 | - | - | - | -34.3 | -60.0 | -30.0 | 70.7 | -35.0 | -81.8 | -82.3 | -29.9 | -24.8 | -133.5 | -26.5 | -348.0 | -222.1 | -201.6 | -67.8 | -228.5 |
| Casa Roble Fundamental High | -109.0 | - | - | - | -109.0 | -153.7 | - | -127.0 | - | -110.1 | -55.0 | -115.7 | -110.4 | -128.0 | -97.3 | - | -95.5 | - | -127.1 | -225.4 |
| Del Campo High | -115.7 | - | - | - | -115.7 | -206.1 | -223.7 | -151.1 | 40.0 | -121.5 | -197.5 | -121.0 | -95.8 | -163.8 | -96.3 | -116.0 | -194.0 | -151.6 | -129.5 | -211.0 |
| El Camino Fundamental High | -107.1 | - | - | - | -107.1 | -160.6 | - | -150.8 | - | -134.2 | -99.5 | -86.0 | -63.1 | -160.0 | -103.5 | -234.0 | -142.2 | -145.3 | -119.6 | -212.3 |
| El Sereno Alternative Education | -129.3 | - | - | - | -129.3 | -227.0 | - | - | - | -132.5 | -175.0 | -118.8 | -135.9 | -227.0 | -83.4 | - | -174.7 | -681.0 | -150.2 | -186.0 |
| Encina High | -208.5 | - | - | - | -208.5 | -200.7 | -127.0 | -228.9 | -87.0 | -196.8 | -244.0 | -230.0 | -197.7 | -219.2 | -160.5 | -209.0 | - | -215.3 | -210.1 | -241.8 |
| La Entrada Continuation High | -223.1 | - | - | - | -223.1 | -338.0 | - | -159.0 | - | -226.5 | - | -202.0 | -260.6 | -159.0 | - | -681.0 | -212.4 | -159.0 | -229.0 | -215.8 |
| Laurel Ruff Center | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Meraki High | -71.2 | - | - | - | -71.2 | - | - | - | - | -120.8 | - | 18.0 | -62.1 | - | - | - | -63.0 | - | -133.5 | -166.5 |
| Mesa Verde High | -136.8 | - | - | - | -136.8 | -141.7 | - | -100.3 | -24.3 | -152.3 | - | -141.7 | -129.2 | -190.1 | -98.9 | - | -183.0 | -217.7 | -146.3 | -206.6 |
| Mira Loma High | -68.2 | - | - | - | -68.2 | -173.5 | - | -88.2 | -64.4 | -99.4 | 49.5 | -20.9 | -37.0 | -192.7 | -34.7 | -137.0 | -236.5 | -222.4 | -121.8 | -190.7 |
| Rio Americano High | -65.1 | - | - | - | -65.1 | -145.3 | - | -85.1 | -217.0 | -92.9 | -163.5 | -36.1 | -51.1 | -200.1 | -88.8 | - | -129.0 | -203.4 | -102.3 | -193.6 |
| San Juan High | -126.9 | - | - | - | -126.9 | -207.6 | -286.5 | -97.0 | -35.0 | -118.0 | -152.5 | -135.0 | -115.9 | -155.4 | -70.2 | -289.5 | -140.8 | -256.3 | -119.8 | -202.1 |

* Data as of Aug 7th, 2025

** "-" No population

2024-25 ELA Secondary CAASPP Results: Percent Standard Met Secondary

| Site | Percent of Students Meeting or Exceeding Standards | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|-------|-------|--------|--------|-------|-------|--------|-------|
| | All | 6 | 7 | 8 | 11 | AA | AI | AS | FI | Hisp | PI | TOM | White | EL | FY | HM | LTEL | RFEP | SED | SWD |
| District | 44.0% | 41.3% | 43.6% | 40.0% | 49.1% | 21.9% | 51.9% | 37.1% | 68.5% | 38.0% | 30.3% | 50.1% | 50.7% | 4.4% | 23.5% | 18.8% | 3.2% | 52.4% | 32.7% | 10.8% |
| Population | 8,805 | 1,657 | 2,185 | 2,210 | 2,753 | 494 | 27 | 1,111 | 73 | 2,292 | 66 | 686 | 4,056 | 1,512 | 17 | 398 | 310 | 1,190 | 5,209 | 922 |
| Middle | | | | | | | | | | | | | | | | | | | | |
| Andrew Carnegie Middle | 47.3% | 59.8% | 51.1% | 40.4% | - | 20.0% | 100.0% | 42.9% | 85.7% | 40.9% | 25.0% | 37.1% | 51.9% | 6.1% | 100.0% | 16.7% | 0.0% | 60.7% | 40.5% | 11.4% |
| Arcade Middle | 25.9% | 24.8% | 29.1% | 23.3% | - | 15.6% | 0.0% | 11.9% | 66.7% | 28.4% | 0.0% | 33.3% | 39.5% | 4.3% | - | 9.7% | 2.8% | 33.3% | 20.4% | 13.3% |
| Arden Middle | 51.6% | 45.6% | 51.6% | 56.2% | - | 23.1% | 80.0% | 23.4% | 100.0% | 45.5% | 0.0% | 55.9% | 64.5% | 6.0% | 50.0% | 21.2% | 4.3% | 43.7% | 37.0% | 12.7% |
| John Barrett Middle | 42.0% | 39.9% | 46.0% | 39.2% | - | 26.7% | 25.0% | 30.4% | 33.3% | 40.0% | 60.0% | 43.7% | 45.1% | 8.5% | 0.0% | 27.3% | 0.0% | 55.1% | 34.3% | 8.7% |
| Katherine Johnson Middle | 8.2% | 7.7% | 9.0% | 8.0% | - | 8.6% | 50.0% | 6.6% | 100.0% | 10.8% | 0.0% | 10.7% | 5.7% | 2.1% | - | 3.3% | 2.1% | 26.2% | 7.7% | 7.1% |
| La Vista Center | 0.0% | - | - | - | 0.0% | - | - | - | - | 0.0% | - | - | 0.0% | - | - | - | - | - | 0.0% | 0.0% |
| Louis Pasteur Fundamental Middle | 44.5% | 42.9% | 46.7% | 43.8% | - | 26.7% | 25.0% | 58.8% | 42.9% | 39.3% | 50.0% | 38.2% | 47.3% | 2.8% | 0.0% | 44.4% | 6.7% | 51.5% | 38.7% | 9.6% |
| Sylvan Middle | 26.0% | 27.6% | 23.6% | 27.0% | - | 12.5% | 100.0% | 20.7% | 75.0% | 23.0% | 0.0% | 34.3% | 28.4% | 3.3% | 0.0% | 16.2% | 0.0% | 36.8% | 21.3% | 4.9% |
| Will Rogers Middle | 34.3% | 34.8% | 33.7% | 34.6% | - | 21.9% | - | 43.8% | 57.1% | 29.3% | 50.0% | 32.6% | 38.2% | 6.0% | 0.0% | 16.7% | 0.0% | 42.5% | 32.0% | 12.6% |
| Winston Churchill Middle | 65.5% | 72.8% | 68.8% | 56.5% | - | 32.6% | 100.0% | 81.9% | 100.0% | 48.8% | 40.0% | 73.8% | 63.6% | 4.8% | 0.0% | 17.5% | 0.0% | 74.5% | 44.0% | 18.0% |
| High School | | | | | | | | | | | | | | | | | | | | |
| Bella Vista High | 62.2% | - | - | - | 62.2% | 75.0% | 100.0% | 79.2% | 71.4% | 53.1% | 0.0% | 64.7% | 63.7% | 5.3% | 0.0% | 75.0% | 11.1% | 63.2% | 55.2% | 15.6% |
| Casa Roble Fundamental High | 47.0% | - | - | - | 47.0% | 25.0% | - | 100.0% | - | 47.8% | 100.0% | 50.0% | 46.2% | 16.7% | - | 0.0% | - | 43.5% | 43.7% | 7.7% |
| Del Campo High | 43.3% | - | - | - | 43.3% | 17.4% | 66.7% | 25.9% | 66.7% | 43.4% | 50.0% | 41.0% | 48.9% | 8.9% | 0.0% | 35.7% | 14.3% | 53.3% | 37.9% | 3.0% |
| El Camino Fundamental High | 53.0% | - | - | - | 53.0% | 44.4% | - | 16.7% | - | 48.0% | 50.0% | 73.9% | 61.8% | 9.1% | 0.0% | 40.0% | 11.1% | 59.3% | 47.2% | 5.9% |
| El Sereno Alternative Education | 48.3% | - | - | - | 48.3% | 0.0% | - | - | - | 41.7% | 100.0% | 37.5% | 54.3% | 0.0% | 100.0% | 50.0% | - | 66.7% | 50.0% | 10.0% |
| Encina High | 6.8% | - | - | - | 6.8% | 15.4% | 0.0% | 4.4% | 0.0% | 5.1% | 0.0% | 0.0% | 8.0% | 0.0% | 0.0% | 10.0% | 0.0% | 11.8% | 6.6% | 0.0% |
| La Entrada Continuation High | 7.7% | - | - | - | 7.7% | 0.0% | - | 0.0% | - | 0.0% | 0.0% | 20.0% | 12.5% | 0.0% | - | 7.7% | 0.0% | 0.0% | 10.0% | 11.1% |
| Laurel Ruff Center | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Meraki High | 85.7% | - | - | - | 85.7% | - | - | - | - | 100.0% | - | 100.0% | 80.0% | - | - | 100.0% | - | - | 100.0% | 0.0% |
| Mesa Verde High | 31.1% | - | - | - | 31.1% | 16.7% | - | 33.3% | 75.0% | 27.2% | - | 22.2% | 35.2% | 0.0% | - | 20.0% | 0.0% | 40.5% | 25.4% | 2.9% |
| Mira Loma High | 55.1% | - | - | - | 55.1% | 39.1% | - | 43.7% | 66.7% | 54.9% | 40.0% | 82.4% | 58.8% | 5.4% | 0.0% | 20.0% | 3.7% | 77.8% | 41.9% | 35.0% |
| Rio Americano High | 64.7% | - | - | - | 64.7% | 26.7% | - | 43.3% | 66.7% | 63.5% | 50.0% | 77.8% | 70.8% | 3.3% | - | 60.0% | 11.1% | 52.5% | 50.0% | 31.3% |
| San Juan High | 33.1% | - | - | - | 33.1% | 9.1% | 0.0% | 42.9% | 60.0% | 30.1% | 0.0% | 37.5% | 41.9% | 2.9% | 50.0% | 36.4% | 0.0% | 52.8% | 36.2% | 21.7% |

* Data as of July 7th, 2025

** "-" No population

2024-25 Math Secondary CAASPP Results: Percent Standard Met Secondary

| Site | Percent of Students Meeting or Exceeding Standards | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|-------|-------|-------|-------|-------|--------|-------|--------|-------|-------|--------|-------|-------|--------|-------|-------|-------|-------|-------|
| | All | 6 | 7 | 8 | 11 | AA | AI | AS | FI | Hisp | PI | TOM | White | EL | FY | HM | LTEL | RFEP | SED | SWD |
| District | 27.1% | 27.8% | 31.3% | 26.5% | 23.8% | 8.3% | 25.9% | 26.8% | 41.9% | 18.9% | 13.6% | 33.1% | 33.0% | 3.4% | 11.8% | 6.6% | 0.6% | 30.3% | 17.5% | 6.3% |
| Population | 9,037 | 1,732 | 2,268 | 2,263 | 2,774 | 495 | 27 | 1,265 | 74 | 2,304 | 66 | 685 | 4,121 | 1,787 | 17 | 423 | 309 | 1,189 | 5,432 | 912 |
| Middle | | | | | | | | | | | | | | | | | | | | |
| Andrew Carnegie Middle | 35.8% | 49.4% | 40.5% | 27.9% | - | 22.2% | 100.0% | 47.6% | 57.1% | 26.6% | 25.0% | 28.3% | 39.9% | 14.3% | 100.0% | 25.0% | 8.3% | 39.3% | 32.5% | 9.5% |
| Arcade Middle | 14.4% | 10.7% | 14.6% | 17.4% | - | 8.3% | 0.0% | 6.0% | 33.3% | 15.0% | 0.0% | 29.6% | 22.7% | 1.8% | - | 0.0% | 0.0% | 14.3% | 9.9% | 6.3% |
| Arden Middle | 32.6% | 30.7% | 32.2% | 34.5% | - | 1.9% | 0.0% | 10.2% | 75.0% | 26.4% | 0.0% | 39.7% | 45.3% | 2.7% | 0.0% | 6.1% | 0.0% | 25.4% | 19.5% | 10.3% |
| John Barrett Middle | 22.7% | 19.5% | 25.3% | 22.3% | - | 13.3% | 25.0% | 14.5% | 20.0% | 18.6% | 33.3% | 28.2% | 25.5% | 4.3% | 0.0% | 8.3% | 0.0% | 17.4% | 16.3% | 2.9% |
| Katherine Johnson Middle | 5.5% | 4.3% | 8.1% | 4.2% | - | 4.2% | 50.0% | 4.9% | 0.0% | 7.3% | 0.0% | 3.4% | 5.7% | 2.8% | - | 0.0% | 0.0% | 15.4% | 4.9% | 2.9% |
| La Vista Center | 0.0% | - | - | - | 0.0% | - | - | - | - | 0.0% | - | - | 0.0% | - | - | - | - | - | 0.0% | 0.0% |
| Louis Pasteur Fundamental Middle | 37.0% | 29.5% | 48.3% | 32.5% | - | 13.3% | 50.0% | 52.9% | 42.9% | 29.9% | 33.3% | 25.7% | 40.8% | 0.0% | 0.0% | 44.4% | 0.0% | 37.9% | 32.7% | 8.4% |
| Sylvan Middle | 10.8% | 9.3% | 13.2% | 9.6% | - | 3.2% | 50.0% | 6.5% | 50.0% | 6.4% | 0.0% | 11.4% | 14.7% | 1.9% | 0.0% | 7.7% | 0.0% | 11.8% | 7.8% | 2.4% |
| Will Rogers Middle | 17.8% | 15.4% | 19.0% | 18.7% | - | 3.2% | - | 21.7% | 14.3% | 15.2% | 0.0% | 26.8% | 20.3% | 9.6% | 0.0% | 6.5% | 0.0% | 24.1% | 15.5% | 7.1% |
| Winston Churchill Middle | 57.0% | 67.2% | 58.2% | 47.6% | - | 27.3% | 100.0% | 72.0% | 100.0% | 36.4% | 20.0% | 66.0% | 56.6% | 1.5% | 0.0% | 12.5% | 0.0% | 67.0% | 34.4% | 19.0% |
| High School | | | | | | | | | | | | | | | | | | | | |
| Bella Vista High | 40.6% | - | - | - | 40.6% | 37.5% | 0.0% | 68.0% | 28.6% | 24.0% | 33.3% | 47.1% | 43.9% | 0.0% | 0.0% | 0.0% | 0.0% | 39.5% | 31.5% | 9.4% |
| Casa Roble Fundamental High | 17.2% | - | - | - | 17.2% | 25.0% | - | 0.0% | - | 13.4% | 0.0% | 22.7% | 18.0% | 42.9% | - | 25.0% | - | 8.7% | 11.8% | 3.8% |
| Del Campo High | 17.6% | - | - | - | 17.6% | 4.5% | 0.0% | 7.4% | 100.0% | 14.0% | 0.0% | 17.9% | 21.9% | 4.4% | 0.0% | 6.7% | 0.0% | 17.8% | 14.6% | 3.1% |
| El Camino Fundamental High | 17.7% | - | - | - | 17.7% | 3.7% | - | 27.8% | - | 7.1% | 0.0% | 21.7% | 29.4% | 9.1% | 0.0% | 20.0% | 11.1% | 13.3% | 15.4% | 5.9% |
| El Sereno Alternative Education | 14.0% | - | - | - | 14.0% | 0.0% | - | - | - | 0.0% | 0.0% | 25.0% | 17.6% | 0.0% | 100.0% | 0.0% | - | 22.2% | 10.0% | 0.0% |
| Encina High | 1.1% | - | - | - | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 6.3% | 0.9% | 0.0% | 0.0% | 0.0% | 5.9% | 1.2% | 0.0% |
| La Entrada Continuation High | 0.0% | - | - | - | 0.0% | 0.0% | - | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Laurel Ruff Center | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Meraki High | 35.7% | - | - | - | 35.7% | - | - | - | - | 0.0% | - | 100.0% | 40.0% | - | - | 0.0% | - | - | 33.3% | 0.0% |
| Mesa Verde High | 10.2% | - | - | - | 10.2% | 0.0% | - | 33.3% | 25.0% | 8.6% | - | 11.1% | 9.9% | 0.0% | - | 10.0% | 0.0% | 16.2% | 10.0% | 0.0% |
| Mira Loma High | 33.5% | - | - | - | 33.5% | 13.6% | - | 34.5% | 33.3% | 28.0% | 40.0% | 51.5% | 35.1% | 2.2% | 0.0% | 5.0% | 0.0% | 42.5% | 20.1% | 10.0% |
| Rio Americano High | 34.8% | - | - | - | 34.8% | 13.3% | - | 28.3% | 50.0% | 27.4% | 0.0% | 29.6% | 40.2% | 0.0% | - | 0.0% | 0.0% | 25.0% | 23.4% | 6.3% |
| San Juan High | 9.9% | - | - | - | 9.9% | 0.0% | 0.0% | 0.0% | 20.0% | 11.0% | 0.0% | 0.0% | 14.0% | 8.6% | 0.0% | 0.0% | 0.0% | 22.2% | 9.6% | 0.0% |

* Data as of July 7th, 2025

** "-" No population

SUBJECT: Family and Community Engagement (FACE) Framework (Allen) - 7:45 p.m.

DEPARTMENT: Administration

ACTION REQUESTED:

Report: The superintendent is recommending that the board receive a report regarding development and implementation of the FACE Framework.

RATIONALE/BACKGROUND:

To support schools and departments in the development and implementation of effective family engagement strategies, district staff have developed the FACE Framework. This comprehensive tool is based on researched best practices and was developed with the input of practitioners, educational partners and parents/guardians. It includes six family engagement standards, assessments and resources to help support sites and departments with strengthening their family and community engagement in order to improve student outcomes.

This year, the FACE team is working in collaboration with teaching and learning to provide professional development around use of the Framework with each school being asked to identify one goal to focus on throughout the year. These efforts are also aligned with this year's instructional focus on checking for understanding.

ATTACHMENT(S):

1. [FACE Framework Presentation](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

PREPARED BY: Amy Rovai Gregory, Director, Family Engagement and Partnership Development

APPROVED BY: Trent Allen, APR, Chief of Staff

FACE Framework

Standards, Assessment
Tool & Resources



Welcoming Families

Effective Communication

Student Success

Community Partnership

Family Voice

Shared Decision Making

1

1

Why Develop a Framework?



- How can we increase engagement of underrepresented families?
- How can we become more skilled and comfortable working with all families?
- What kind of family engagement activities are likely to make the biggest impact for students?
- How can we know if our family engagement efforts are having the desired effect?



2

2



Developing the Framework

Strategic Plan



Local Control & Accountability Plan LCAP

8-Point Commitment to Educational Justice



The Family and Community Engagement (FACE) Framework is designed for school sites, departments, and district staff to utilize as a guide in order to assess current family and community engagement practices and expand meaningful engagement opportunities with students, families and community members. Implementation of this tool supports the important work of amplifying all voices, ensuring equitable access and creating safe, welcoming environments that foster authentic educational partnerships throughout our district.

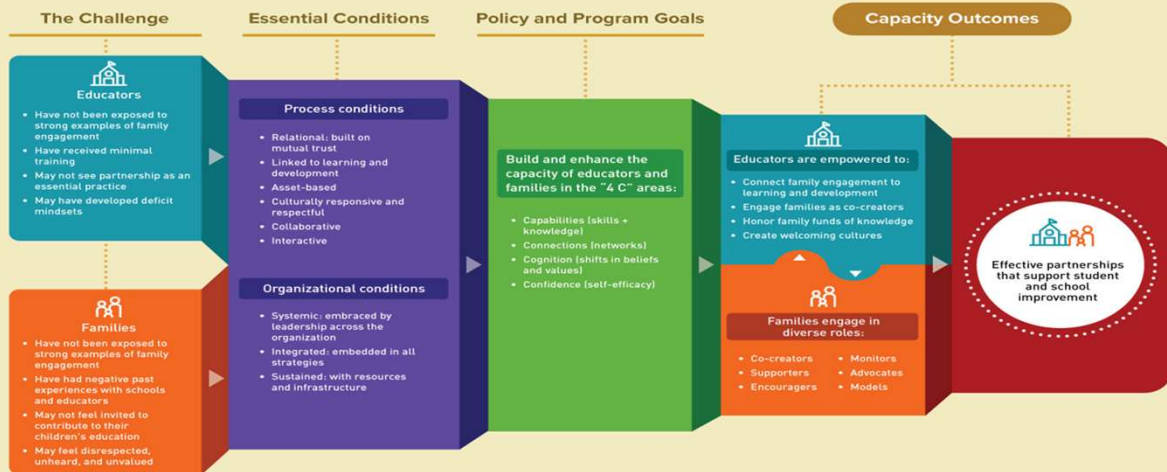
Growing together, we can build on initiatives already underway and set a path forward:

- using existing strengths and opportunities within our organization;
- overcoming impeding perceptions, beliefs, assumptions and habits, as well as outmoded patterns, structures, policies and;
- catalyzing movement in the direction of our district's vision.



Rooting Our Work in the Research & Goal of Dual Capacity-Building

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)





How Can Sites and Departments Use This Tool?

- Plan, implement and evaluate family engagement practices to improve student achievement
- Strengthen practices and partnerships with families and communities leading to improved outcomes for all
- Set data-driven goals
- Implement collaborative and continuous improvement processes
- Better help ALL staff see their important role in family engagement

5

5



Welcoming Families

We cultivate welcoming and inclusive environments where families feel safe, heard, and valued partners in their child's education.

Guiding questions:

Are we building authentic relationships with families from all diverse backgrounds?
Do families feel connected to our school community?

Indicators:

- Learn about families and foster respectful attitudes
- Dedicate time, training and resources for relationship-building
- Facilitate opportunities for connection, especially with marginalized families
- Use culturally and linguistically responsive engagement practices
- Invite families to contribute to the school community
- Encourage school staff to see engaging all families as part of their responsibilities
- Create an accessible, family friendly school campus
- Track family engagement data to reflect and refine practices
- Identify and remove barriers for families to be engaged

SAMPLE GOALS FOR WELCOMING FAMILIES:

- [x%] of families report that they feel welcomed by their child's teacher(s)
- [x%] of families report that their school has a climate that is caring

Each standard begins with a “We” statement and includes guiding questions, indicators and sample goals. Bolded goals are aligned with the district climate survey.

6

6

Exploring the Framework- Standard 1: Welcoming Families

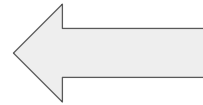


Welcoming Families

We cultivate welcoming and inclusive environments where families feel safe, heard, and valued as partners in their child's education.

Directions - Review the rubric and use this tool to reflect on strengths, opportunities for growth, and your next steps to improve your practice within the Welcoming Families standard.

| Strengths | Opportunities for Growth | Next Steps |
|-----------|--------------------------|------------|
| | | |



Each standard includes a Reflect/Respond chart for teams to reflect on strengths, opportunities for growth and next steps within each standard and indicator on rubric.




7

7



Welcoming Families

We cultivate welcoming and inclusive environments where families feel safe, heard, and valued partners in their child's education.

| Indicator | Emerging  | Growing  | Thriving  |
|---|---|---|--|
| Learn about families and foster respectful attitudes | <p>Build on families' strengths and see families as partners in their child's education.</p> <p>Identify characteristics that build trusting relationships and reflect on ways to cultivate these with students and families.</p> | <p>Use strength-based language and actions that center families as partners in their child's education.</p> <p>Use relationships building conversations with families to draw on knowledge about their child.</p> | <p>Interrupt and repair deficit-based language and actions about families (RIR protocol).</p> <p>Create a whole team "why" for building strong family-school partnerships.</p> |




Each standard includes a rubric with indicators and stages of growth from emerging to thriving, providing an opportunity for teams to reflect on current practice and set goals to progress.

8

8



Welcoming Families: Leadership Considerations

| Indicator | Emerging  | Growing  | Thriving  |
|---|---|---|--|
| Create an accessible, family-friendly campus | <p>School entrance is clean and welcoming with clear, positive signage marking preferred entrances.</p> <p>Parking is available for families.</p> <p>At least one entrance is accessible to individuals with mobility, hearing or vision support needs.</p> | <p>Office or entryways include information and resources for families. Signage is in the primary languages spoken in the school community.</p> <p>Families are acknowledged and warmly greeted.</p> <p>The main entrance is accessible and inclusive to navigate (accommodations for deaf, hard of hearing, blind, visually impaired, mobility aids, illiterate, etc.).</p> | <p>Bulletin boards display current student work and contributions by families. There is a dedicated family resource space.</p> <p>Interior signage helps families know where to go for frequently visited locations. Staff members assist families with navigating the school campus.</p> <p>School signage is written in positive and friendly language.</p> <p>All entrances are accessible and inclusive to navigate.</p> |

Each standard includes a Leadership Considerations section of the rubric geared specifically to site and department leaders with additional leadership moves to consider.

Resources & Tools:

- Family Engagement Tools
- Parent Resources
- Reflection and Planning



Family Engagement Reflection Tool

Review the Dual Capacity-Building Framework for Family-School Partnerships and Flamboyant Impact model. Reflect on these questions for planning your next activity or strategy.

Does the family engagement activity/practice meet an expressed need? How do you know?

Does the activity/practice include families, community and staff?

Does the activity/practice meet the Dual Capacity-Building Framework process conditions?

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

How will the activity/practice improve student outcomes?

Does the activity/practice focus on the Dual Capacity-Building Framework 4 C's for program goals?

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Where is the activity/practice located on the Flamboyant Foundation continuum?

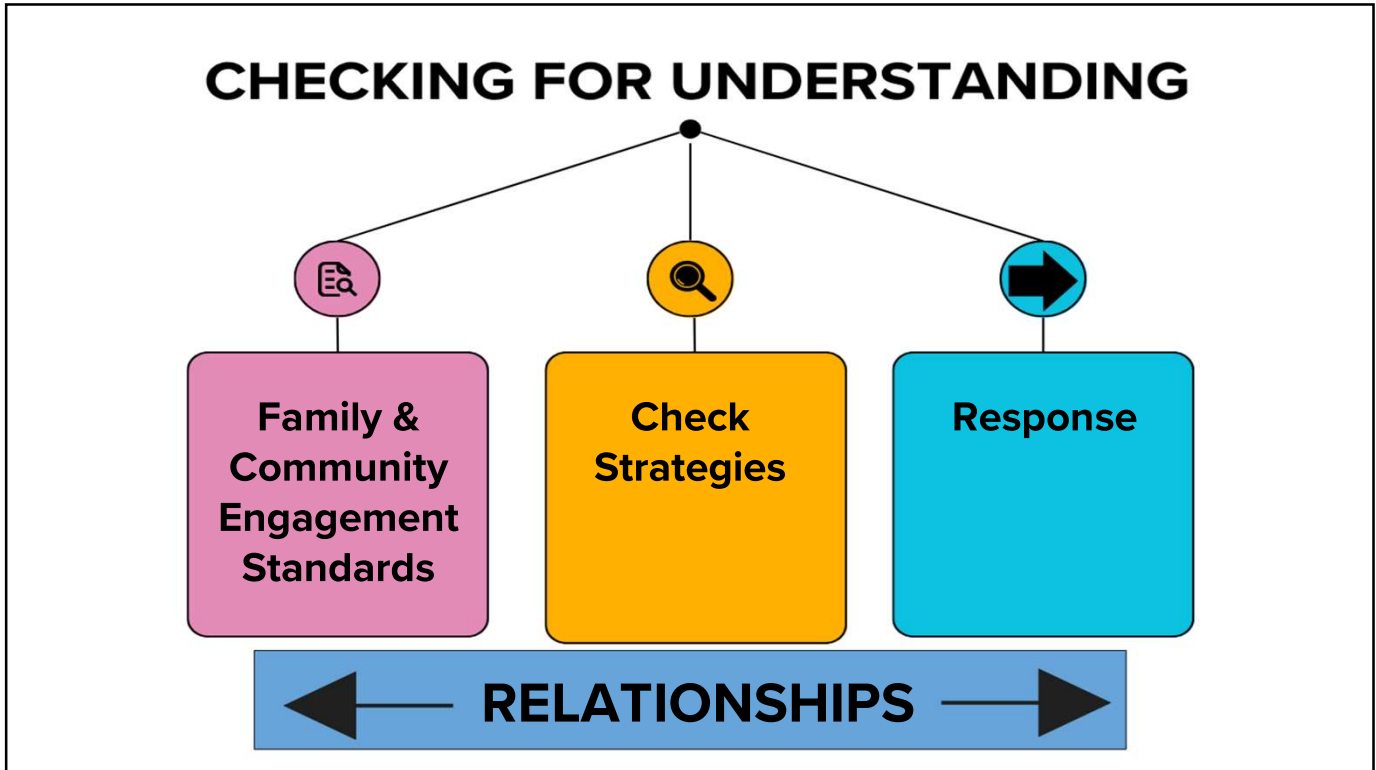
Is the activity/practice sustainable?

- Leadership
- Championing
- Budget

Is the activity/practice family *involvement* or family *engagement*?


- Do families leave knowing what their child should know/be able to do?
- Do families leave knowing how (through practice) to employ a new tool or activity at home to support those goals and student success?
- Do families have the opportunity to share learning strategies and knowledge about their child with educators?



How is continuous improvement built into this activity/practice? How will you collect data, measure success, and refine the activity/practice as needed?




11

Vertical Walks





What evidence of the FACE Framework standards do you notice?

12

12

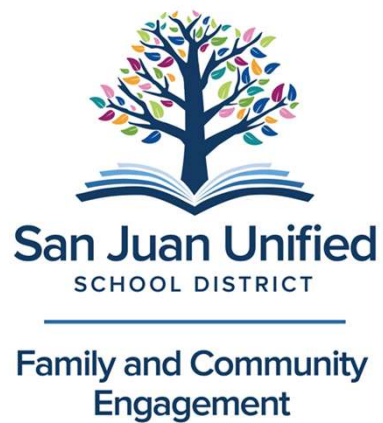


FACE Framework Goals & Next Steps

- **Site Administrator Framework Goals:**
 - Complete school baseline assessment on each standard with School Site Council and Leadership Team input. Reassess at end of year.
 - Select one standard and its corresponding indicator to focus on growing as a site this year.
- **Monthly professional learning at Principal & Vice Principal Meetings**
- **Vertical walks with Framework Look-for's**
- **Department trainings and team collaborations**
- **Monthly aligned resources with each standard to support implementation with sites and departments**



Questions?



SUBJECT: Intent to Convey Easement at Arcade Middle School to the County of Sacramento (Camarda) - 8:05 p.m.

DEPARTMENT: Operations

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. 4238, declaring the intent to convey an easement at Arcade Middle School to the County of Sacramento and to call public hearing to be held on November 18, 2025.

RATIONALE/BACKGROUND:

The County of Sacramento (County) is requesting the granting of an Easement for Public Utilities including but not limited to water, sewer, gas and drainage pipes, poles, overhead lines, telephone, cable TV, underground power and other appurtenances as County may deem necessary, an Easement for Landscaping for the purpose of planting and maintaining landscaping and other incidental purposes as deemed necessary by the County, an Easement for Sidewalk for the installation and maintenance of a sidewalk or walkway, together with any appurtenances pertaining thereto, an Easement for Traffic Signal Facilities, together with any appurtenances pertaining thereto and an Easement for Street Lighting Facilities, including foundations, standards, conduit and any and all appurtenances pertaining thereto, together with the right to construct, reconstruct, operate and maintain all of the aforementioned, over, across, through and under that certain property in the County of Sacramento, State of California.

ATTACHMENT(S):

1. [Resolution No. 4238](#)
2. [Easement Documentation and Exhibit](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

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

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

**SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
RESOLUTION OF INTENTION TO CONVEY EASEMENT AT
ARCADE MIDDLE SCHOOL TO THE
COUNTY OF SACRAMENTO**

RESOLUTION NO. 4238

WHEREAS, San Juan Unified School District (“District”) owns real property located at 3500 Edison Avenue, Sacramento, California, in the County of Sacramento, State of California, bearing Assessor’s Parcel Numbers (APNs 255-0070-004-0000 and 255-0070-005-0000) and commonly known as Arcade Middle School; and

WHEREAS, the County of Sacramento (“County”) has requested that the District convey to County, an easement (“Easement”) for the purposes of Public Utilities including but not limited to water, sewer, gas and drainage pipes, poles, overhead lines, telephone, cable TV, underground power and other appurtenances as County may deem necessary, an Easement for Landscaping for the purpose of planting and maintaining landscaping and other incidental purposes as deemed necessary by the County, an Easement for Sidewalk for the installation and maintenance of a sidewalk or walkway, together with any appurtenances pertaining thereto, an Easement for Traffic Signal Facilities, together with any appurtenances pertaining thereto and an Easement for Street Lighting Facilities, including foundations, standards, conduit and any and all appurtenances pertaining thereto, together with the right to construct, reconstruct, operate and maintain all of the aforementioned, over, across, through and under that certain property on APN (255-0070-004-0000), as generally described and depicted in Exhibit A (“Easement Area”); and

WHEREAS, the purpose of the Easement is for County to perform municipal utility work; and

WHEREAS, Education Code section 17556 provides that the governing board of a school district may dedicate or convey to any public corporation, or private corporation engaged in the public utility business, without a vote of the electors of the district first being taken, an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as the parties thereto may agree; and

WHEREAS, pursuant to Education Code section 17557, before so conveying property, a school district’s governing board must adopt a resolution in an open meeting by a two-thirds vote of all of its members declaring the intention to convey the property.

NOW, THEREFORE, the Board of Education of the San Juan Unified School District hereby finds, determines, declares, orders, and resolves as follows:

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

Attachment 1

2. Intent to Dedicate; Terms and Conditions. Pursuant to Education Code sections 17556, et seq., it is the intention of the District to convey to County the Easement generally described and depicted in the attached Exhibit A for the purposes described herein.

3. Public Hearing. On the 18th of November 2025, at the hour of 6:30 p.m. or as soon thereafter as the matter can be heard, the District’s Board of Education shall hold a public hearing upon the question of making the conveyance of the Easement to County pursuant to Education Code sections 17558 and 17559, at which time any interested person may appear and be heard thereon.

4. Notice of Adoption. Notice of adoption of this Resolution shall be given by posting a true copy of this Resolution in three (3) public places in the District not less than ten (10) days before the date of the public hearing described above. Notice of said public hearing shall be given by publishing the notice in a newspaper of general circulation published in the District or in a newspaper published in Sacramento County that has general circulation within the District not less than five (5) days before the date of the public hearing described above.

PASSED AND ADOPTED October 28th, 2025, at a regular meeting of the Board of Education by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

SAN JUAN UNIFIED SCHOOL DISTRICT

By: _____
Ben Avey, President
San Juan Unified School District
Board of Education

ATTESTED TO:

By: _____
Manuel Perez, Clerk
San Juan Unified School District
Board of Education

REAL ESTATE DIVISION
COUNTY OF SACRAMENTO
3711 Branch Center Road
Sacramento, CA 95827
Mail Code 63-002

No Fee Document - Per Government Code 27383
No Document Transfer Tax - Per R & T Code 11922

Okay to Accept By
Signature/Date:

Print Name & Dept: _____

APN: _____

Project Name & Dept: _____

THIS SPACE FOR RECORDER'S USE ONLY

EASEMENT FOR PUBLIC UTILITIES AND PUBLIC FACILITIES

San Juan Unified School District, a political subdivision of the State of California

do(es) hereby grant to the County of Sacramento, a political subdivision of the State of California, (hereinafter referred to as "County"), an Easement for Public Utilities including but not limited to water, sewer, gas and drainage pipes, poles, overhead lines, telephone, cable TV, underground power and other appurtenances as County may deem necessary, an Easement for Landscaping for the purpose of planting and maintaining landscaping and other incidental purposes as deemed necessary by the County, an Easement for Sidewalk for the installation and maintenance of a sidewalk or walkway, together with any appurtenances pertaining thereto, an Easement for Traffic Signal Facilities, together with any appurtenances pertaining thereto and an Easement for Street Lighting Facilities, including foundations, standards, conduit and any and all appurtenances pertaining thereto, together with the right to construct, reconstruct, operate and maintain all of the aforementioned, over, across, through and under that certain property in the County of Sacramento, State of California, described as follows:

See Exhibits "A" and "B" attached hereto and made a part hereof.

Together with the perpetual right of ingress to and egress from said property, for the purpose of exercising and performing all of the rights and privileges herein granted.

[Signature page follows]

[Signature page to Easement for Public Utilities and Public Facilities]

Warrant of Signature Authority. The Grantor warrants the signature appearing on this instrument of real property (i.e. Easement Deed, Grant Deed, Quit Claim Deed) has the legal and requisite signatory authority for the conveyance of Grantor's real property interest. Further, the Parties acknowledge and agree that this Grantee, which is a public entity, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this _____ day of _____, 20____

**San Juan Unified School District,
a political subdivision of the State of California**

(Type name of person signing document)

(Type name of Additional person signing document. Delete lines if not needed)

(Type Title of person signing document)

(Type Title of person signing document)

A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF _____)

COUNTY OF _____)

On _____ before me, _____, notary public,
date name of notary officer

personally appeared _____,
name(s) of signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

 Signature of Notary

-----**OPTIONAL SECTION**-----

CAPACITY CLAIMED BY SIGNER

Though statute does not require the Notary to fill in the data below, doing so may prove invaluable to persons relying on the document.

- INDIVIDUAL
- CORPORATE OFFICER(S)

 Title(s)

- PARTNER(S) LIMITED
- GENERAL

- ATTORNEY-IN-FACT
- TRUSTEE(S)
- GUARDIAN/CONSERVATOR
- OTHER: _____

**SIGNER IS REPRESENTING:
 Name of Person(s) or entity(ies)**

OPTIONAL SECTION:

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

TITLE OR TYPE OF DOCUMENT: _____
 NUMBER OF PAGES _____ DATE _____
 SIGNER(S) OTHER THAN NAMED ABOVE _____

CERTIFICATE OF ACCEPTANCE

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the County of Sacramento, a political subdivision of the State of California, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. 2011-0011 of the Board of Supervisors of said County adopted on January 11, 2011, and the Grantee consents to recordation thereof by its duly authorized officer.

 Director of General Services

 Date

EXHIBIT "A"
EASEMENT FOR PUBLIC UTILITIES AND PUBLIC FACILITIES

A portion of Lot 1 as shown on the Plat of "Arcade Park" filed in Book 16 of Maps, Page 27 in the office of the Sacramento County Recorder, in the unincorporated area of Sacramento County, State of California described as follows:

Commencing at an iron pipe marking the centerline intersection of Annadale Lane and Edison Avenue from which an iron pipe marking the centerline of Edison Avenue bears North 89°09'15" West 653.13 feet, thence, from said Point of Commencement South 73°47'07" East 94.33 feet to the Southerly right of way line of Edison Avenue (25-foot half width) as shown on said map, and the Point of Beginning; Thence, from said Point of Beginning, along the West line of Parcel One, as described in that certain grant deed, recorded in Document Number 202010220903, of Official Records, in the Office of said County Recorder, South 00°50'45" West 9.58 feet;

Thence, leaving said West line, parallel to said Southerly right of way line of Edison Avenue, North 89°09'15" West 24.83 feet;

Thence, North 00°50'45" East 7.58 feet to a point 2.00 feet from said Southerly right of way line;

Thence, parallel to said Southerly right of way line, North 89°09'15" West 17.18 feet;

Thence, South 46°12'24" West 15.45 feet;

Thence, North 89°58'17" West 54.80 feet;

Thence, South 11.02 feet;

Thence, North 89°09'48" West 29.44 feet;

Thence, North 00°50'12" East 22.66 feet to a point 2.00 feet from the Southerly right of way line of Edison Avenue;

Thence, parallel to said Southerly right of way line, North 89°09'15" West 81.47 feet;

Thence, South 00°50'45" West 5.50 feet;

Thence, North 89°09'15" West 12.95 feet;

Thence, North 00°50'45" East 5.50 feet to a point 2.00 feet from the Southerly right of way line of Edison Avenue;

Thence, parallel to said Southerly right of way line, North 89°09'15" West 150.99 feet;

Thence, North 31°40'36" West 2.37 feet to said Southerly right of way line;

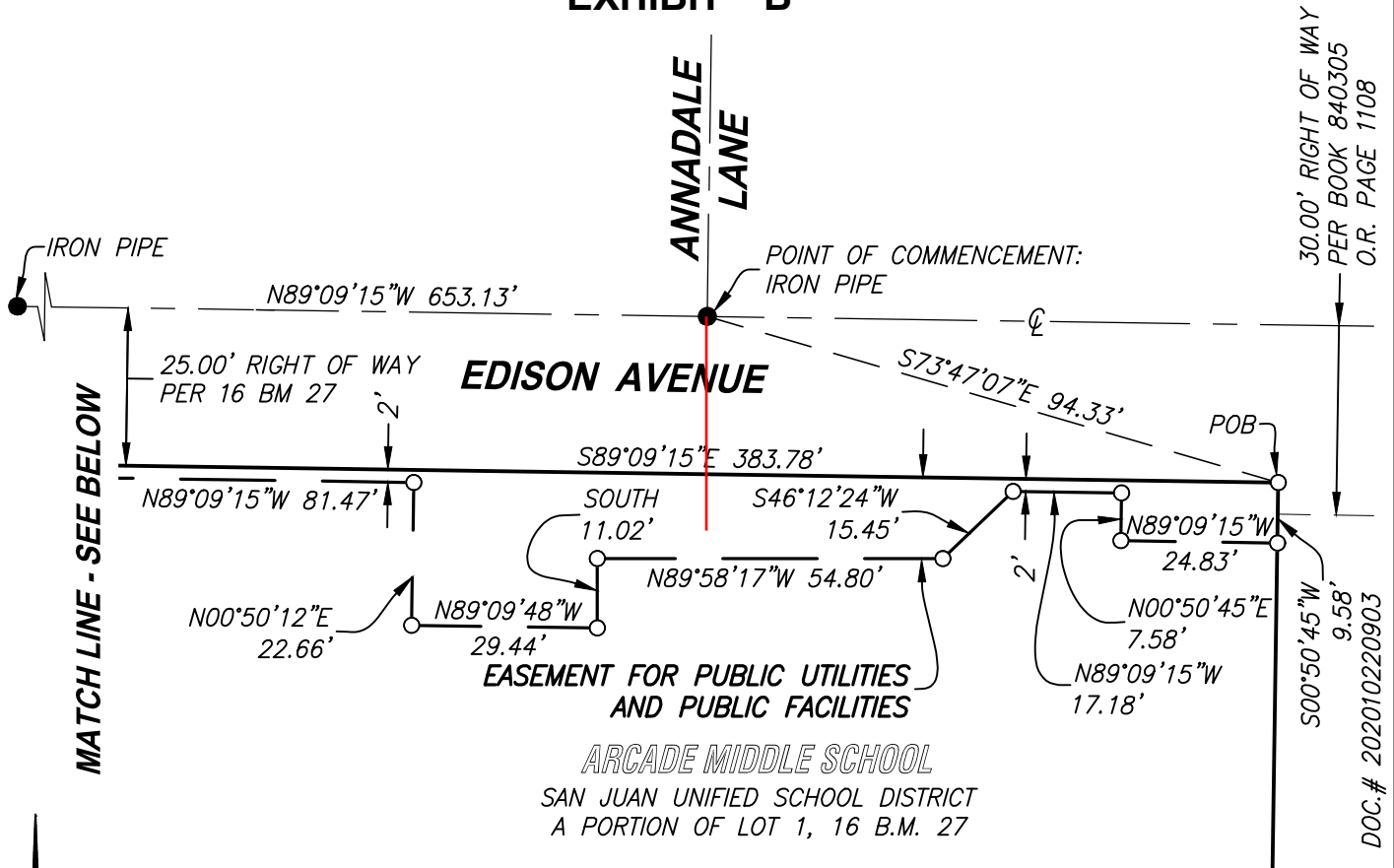
Thence, along said Southerly right of way line of Edison Avenue, South 89°09'15" East 383.78 feet to the Point of Beginning.



10-1-2025

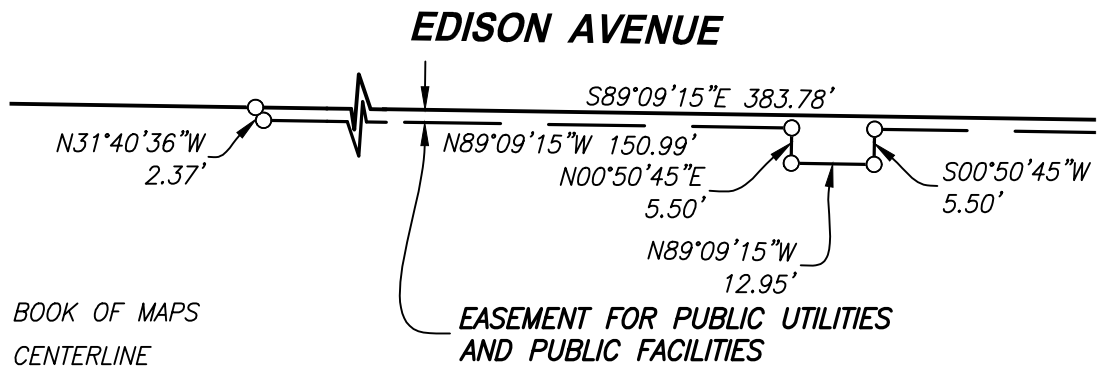


EXHIBIT "B"



DOC.# 202010220903

SCALE
1" = 30'



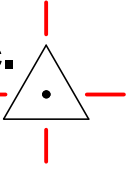
- LEGEND**
- B.M. --- BOOK OF MAPS
 - ⊙ --- CENTERLINE
 - POB --- POINT OF BEGINNING
 - --- DIMENSION POINT

EASEMENT FOR PUBLIC UTILITIES AND PUBLIC FACILITIES
A PORTION OF LOT 1, 16 B.M. 27
COUNTY OF SACRAMENTO, CALIFORNIA



CenterPoint Engineering, Inc.

Civil Engineering & Land Surveying
 4230 Rocklin Rd., Suite 200 • Rocklin, CA • 95677
 Phone: 916-773-4006 Fax: 916-773-4498



| |
|-----------------|
| DRAWN BY: BB |
| CHECKED BY: AE |
| SHEET: 1 OF 1 |
| DATE: 10-1-2025 |

Braden Barnum

Exhibit C



SUBJECT: Intent to Convey Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:10 p.m.

DEPARTMENT: Operations

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. 4240, declaring the intent to convey an easement at Katherine Johnson Middle School to the Sacramento Area Sewer District and to call a public hearing to be held on November 18, 2025.

RATIONALE/BACKGROUND:

The Sacramento Area Sewer District (SacSewer) is requesting the granting of a permanent easement at Katherine Johnson Middle School, on a portion of APN 268-0290-001-0000 for sewer purposes, inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property situated in the County of Sacramento, State of California.

ATTACHMENT(S):

1. [Resolution No. 4240](#)
2. [Easement Documentation and Exhibit](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 10/20/2025

FISCAL IMPACT:

N/A

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

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

**SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
RESOLUTION OF INTENTION TO CONVEY EASEMENT AT
KATHERINE JOHNSON MIDDLE SCHOOL TO THE
SACRAMENTO AREA SEWER DISTRICT**

RESOLUTION NO. 4240

WHEREAS, San Juan Unified School District (“District”) owns real property located at 2641 Kent Drive, bearing Assessor’s Parcel Number (APN 268-0290-001-0000) and commonly known as Katherine Johnson Middle School; and

WHEREAS, the Sacramento Area Sewer District (“SacSewer”) has requested that the District convey to SacSewer, an easement (“Easement”) for sewer purposes, inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property situated in the County of Sacramento, State of California. (“Easement Area”); and

WHEREAS, the purpose of the Easement is for SacSewer to perform municipal utility work; and

WHEREAS, Education Code section 17556 provides that the governing board of a school district may dedicate or convey to any public corporation, or private corporation engaged in the public utility business, without a vote of the electors of the district first being taken, an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as the parties thereto may agree; and

WHEREAS, pursuant to Education Code section 17557, before so conveying property, a school district’s governing board must adopt a resolution in an open meeting by a two-thirds vote of all of its members declaring the intention to convey the property.

NOW, THEREFORE, the Board of Education of the San Juan Unified School District hereby finds, determines, declares, orders, and resolves as follows:

1. Recitals. The foregoing recitals are hereby adopted as true and correct.
2. Intent to Dedicate; Terms and Conditions. Pursuant to Education Code sections 17556, et seq., it is the intention of the District to convey to SacSewer the Easement generally described and depicted in the attached Exhibit A for the purposes described herein.

Attachment 1

3. Public Hearing. On the 18th of November 2025, at the hour of 6:30 p.m. or as soon thereafter as the matter can be heard, the District’s Board of Education shall hold a public hearing upon the question of making the conveyance of the Easement to SacSewer pursuant to Education Code sections 17558 and 17559, at which time any interested person may appear and be heard thereon.

4. Notice of Adoption. Notice of adoption of this Resolution shall be given by posting a true copy of this Resolution in three (3) public places in the District not less than ten (10) days before the date of the public hearing described above. Notice of said public hearing shall be given by publishing the notice in a newspaper of general circulation published in the District or in a newspaper published in Sacramento County that has general circulation within the District not less than five (5) days before the date of the public hearing described above.

PASSED AND ADOPTED October 28th, 2025, at a regular meeting of the Board of Education by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

SAN JUAN UNIFIED SCHOOL DISTRICT

By: _____
Ben Avey, President
San Juan Unified School District
Board of Education

ATTESTED TO:

By: _____
Manuel Perez, Clerk
San Juan Unified School District
Board of Education

**WHEN RECORDED RETURN TO:
REAL ESTATE DIVISION
COUNTY OF SACRAMENTO
3711 Branch Center Road
Sacramento, CA 95827
Mail Code 63-002**

Attachment 2

No Fee Document - Per Government Code 27383

No Document Transfer Tax - Per R & T Code 11922

Okay to Accept

Name/Date: _____

Print Name & Dept: _____

APN: _____

Project Name & Dept: _____ (SacSewer) **THIS SPACE FOR RECORDER'S USE ONLY**

EASEMENT FOR SEWER

San Juan Unified School District, a political subdivision of the State of California

(hereinafter referred to as "GRANTOR"), do(es) hereby grant to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, (hereinafter referred to as "SacSewer"), an easement, for sewer purposes, (hereinafter referred to as "Easement"), inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property, (hereinafter referred to as "Easement Area"), situated in the County of Sacramento, State of California, described as follows:

SEE EXHIBITS "A" and "B" attached hereto and made a part hereof;

together with the perpetual right of ingress to and egress from said Easement Area, for the purpose of exercising and performing all of the rights and privileges herein granted.

Any use of this Easement Area by GRANTOR or assignees or successors in interest, shall not be allowed without the prior written approval of SacSewer; except for the following uses (collectively, the "Allowable Uses"): (i) lawn or similar groundcover; (ii) areas planted with species whose mature growth does not exceed five (5) feet in height and which are not environmentally protected; or (iii) non-colored and non-patterned asphalt and concrete driveways, sidewalks, bikepaths, surface parking, curbs and gutters. Any of said Allowable Uses shall not be installed in a manner that will impede vehicular access by SacSewer for maintenance purposes. Other than the aforementioned Allowable Uses, each use proposed by GRANTOR must be approved in writing by SacSewer's District Engineer, with said approval being in the District Engineer's sole discretion, prior to construction within or use of the Easement Area by the GRANTOR. For any required written approval, the GRANTOR shall contact the SacSewer Main Office. All use activities, including but not limited to Allowable Uses, shall not in any way limit SacSewer's rights under this Easement. Even if SacSewer's District Engineer has approved the use within the Easement Area, SacSewer retains the right to remove all or any part of the approved use to allow SacSewer to use the Easement Area at any time pursuant to the rights granted herein. Except for the Allowable Uses identified above, SacSewer shall not be liable for any cost related to the removal or replacement of said improvements constructed by GRANTOR within the Easement Area.

[Signature page follows]

RED File No. _____

LOG No. _____

[Signature page to Easement for Sewer]

Warrant of Signature Authority. The Grantor warrants the signature appearing on this instrument of real property (i.e. Easement Deed, Grant Deed, Quit Claim Deed) has the legal and requisite signatory authority for the conveyance of Grantor's real property interest. Further, the Parties acknowledge and agree that this Grantee, which is a public entity, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this ____ day of _____, 20__

**San Juan Unified School District,
a political subdivision of the State of California**

Nicholas Arps

(Type name of person signing document)

Director of Facilities, Construction
& Modernization

(Type Title of person signing document)

**(Type name of Additional person signing document.
Delete lines if not needed)**

(Type Title of person signing document)

Attachment 2
A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF _____)

COUNTY OF _____)

On _____ before me, _____, notary public,
date name of notary officer
personally appeared _____,
name(s) of signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature of Notary

-----**OPTIONAL SECTION**-----

CAPACITY CLAIMED BY SIGNER

Though statute does not require the Notary to fill in the data below, doing so may prove invaluable to persons relying on the document.

- INDIVIDUAL
- CORPORATE OFFICER(S)

Title(s)

- PARTNER(S) LIMITED
- GENERAL

- ATTORNEY-IN-FACT
- TRUSTEE(S)
- GUARDIAN/CONSERVATOR
- OTHER: _____

**SIGNER IS REPRESENTING:
Name of Person(s) or entity(ies)**

OPTIONAL SECTION:

TITLE OR TYPE OF DOCUMENT: _____

DATA REQUESTED HERE IS NOT REQUIRED BY LAW. NUMBER OF PAGES _____ DATE _____

SIGNER(S) OTHER THAN NAMED ABOVE _____

CERTIFICATE OF ACCEPTANCE
Sacramento Area Sewer District

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. SD-0558 of the Board of Directors of said District adopted on January 8, 2025 and the Grantee consents to recordation thereof by its duly authorized officer.

Sacramento Area Sewer District Director of Collection System Operations

Date

**EXHIBIT A
SEWER EASEMENT**

The portions of Lot 213 as shown on the plat of "El Paso Park View Tract No. 2" as filed in the office of the Sacramento County Recorder in Book 14 of Maps at Page 33, in unincorporated area of Sacramento County, State of California, more particularly described as follows:

Commencing at a point on the West line of said Lot 213, said point also being the centerline intersection of Kent Drive and Miramar Road as shown on the Sacramento County field notes by H. Griggs in Book K19, Pages L-1 & L-2, dated January 1973, records of the Office of Sacramento County Survey Section, marked by a Sacramento County nail and shiner, from which a second Sacramento County nail and shiner on the centerline of Kent Drive bears South 00°05'45" West 232.12 feet.

Thence, from said Point of Commencement, along the West line of said Lot 213, also being the centerline of Kent Drive, North 00°05'45" East 93.44 feet to the Point of Beginning; Thence, from said Point of Beginning, continuing along said West line North 00°05'45" East 20.26 feet to its intersection with the Westerly extension of the North line of Lot 7 as shown on the "Plat of Penland Park" filed in the office of the Sacramento County Recorder in Book 30 of Maps, Map No. 40;

Thence, along said Westerly extension, South 89°10'00" East 6.29 feet;

Thence, North 00°50'00" East 10.00 feet;

Thence, South 89°10'00" East 20.00 feet;

Thence, South 00°50'00" West 10.00 feet to the North Line of said Lot 7;

Thence, along the North line of said Lot 7 North 89°10'00" West 6.29 feet to the Northwest corner of said Lot 7;

Thence, along the West line of said Lot 7 South 00°05'45" West 20.00 feet;

Thence, North 89°54'15" West 20.00 feet to the Point of Beginning.

Containing 603 square feet, more or less.



9/18/2025

EXHIBIT "B"

213
14 B.M. 33

LOT LINE BETWEEN LOTS
212 & 213, 14 B.M. 33

**KATHERINE JOHNSON MIDDLE SCHOOL
SAN JUAN UNIFIED SCHOOL DISTRICT
PORTION OF LOT 212 & 213, 14 B.M. 33**

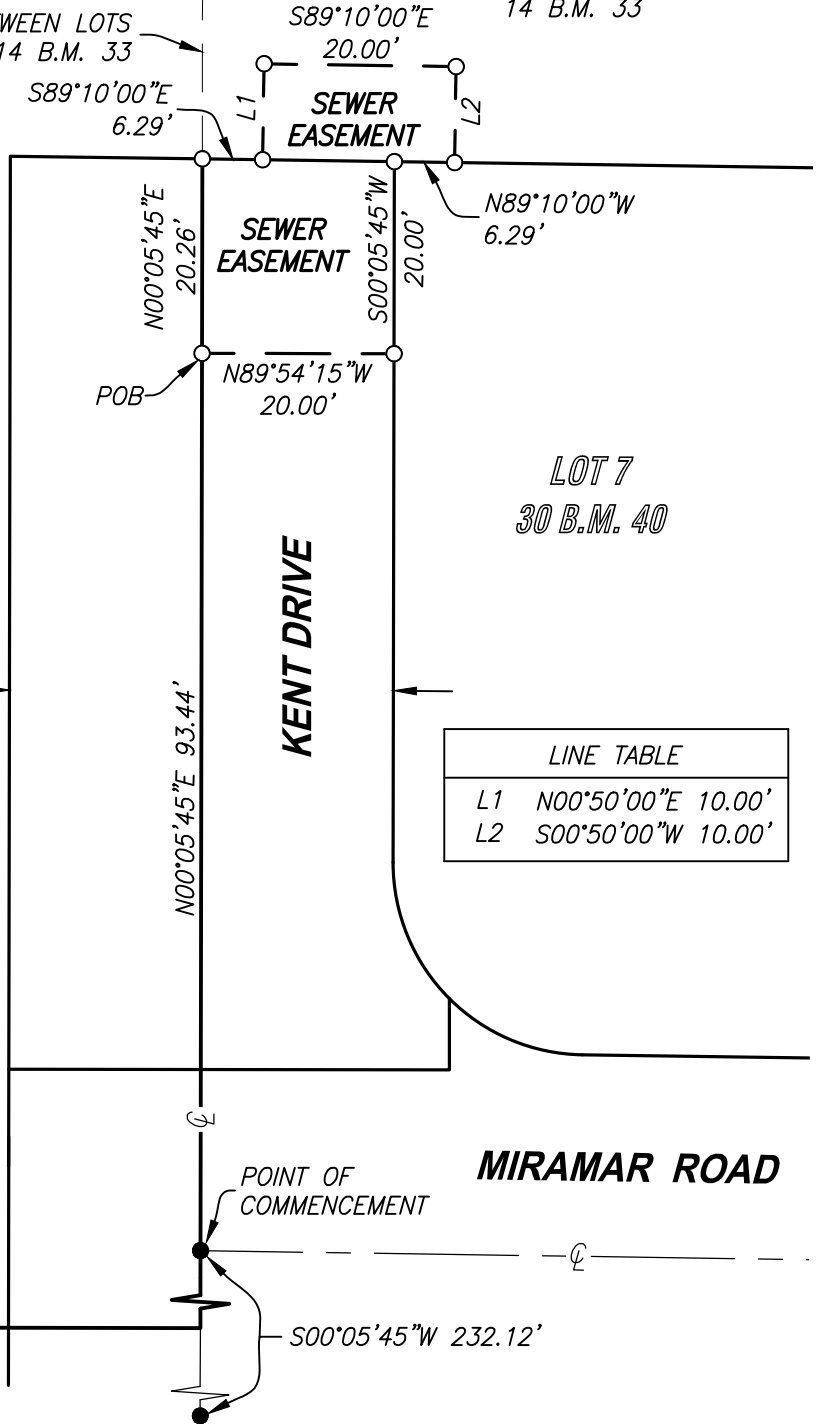
AREA OF KENT DRIVE ABANDONED
BY SACRAMENTO COUNTY &
GRANTED TO SAN JUAN UNIFIED
SCHOOL DISTRICT

212
14 B.M. 33

SCALE
1" = 20'

LEGEND:

- B.M. - - - BOOK OF MAPS
- ⊕ - - - CENTERLINE OF STREET
- - - - DIMENSION POINT
- - - - FOUND SAC. CO. NAIL & SHINER



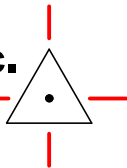
**20' SEWER EASEMENT
A PORTION OF LOT 213, 14 B.M. 33
SECTION 30 OF RANCHO DEL PASO
COUNTY OF SACRAMENTO, CALIFORNIA**



CenterPoint Engineering, Inc.

Land Surveying & Construction Staking

4230 Rocklin Rd., Suite 200 • Rocklin, CA • 95677
Phone: 916-773-4006 Fax: 916-773-4498



DRAWN BY: BB

CHECKED BY: AE

SHEET: 1 OF 1

DATE: 9-18-25

Braden Barnum

Sewer Easement

Attachment C



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

L
10/28/2025

NOVEMBER 18 (3rd Tuesday)

| | |
|--|-----------------|
| Elementary 2024-2025 End of Year Data Summary – R | Dale |
| Universal Prekindergarten (UPK) Update – R | Townsend-Snider |
| Public Hearing No. 2: Marconi Learning Academy Charter School Renewal Petition – A [PH/Discussed 09/23/25] | Oaxaca |
| Legislative Priorities for 2026-2027 – D/A | Allen |
| Public Hearing: Conveyance of Easement at Arcade MS to Sacramento County – PH/A [Discussed 10/28/25] | Camarda |
| Public Hearing: Conveyance of Easement at Katherine Johnson MS to SacSewer – PH/A [Discussed 10/28/25] | Camarda |
| Set Annual Organizational Meeting – A | Board |
| *Resolution: CSPP Continued Funding Application Designated Personnel 2026-2027 – A | Townsend-Snider |

DECEMBER 16 (3rd Tuesday)

| | |
|--|---------|
| Annual Organizational Meeting – A | Board |
| 2024-2025 Audit Report – A | Ryan |
| 2025-2026 First Interim & Budget/Financial Status Report – A | Ryan |
| ELPAC 2024-25 Data Summary Report – R | Dale |
| Cellphone Policy Progress Update – R | Allen |
| *Minimum Wage Increase (Short Term, Temporary) – A | Thigpen |

JANUARY 13

| | |
|---|--------|
| Multilingual Learner Program Update – R | Oaxaca |
| The Brown Act – D | Gaddis |
| Annual Policy Review – D | Gaddis |
| BP 3430 Investing and Debt Management | |
| BP 5116.1 Intradistrict Open Enrollment | |
| BP 6145 Extracurricular/Cocurricular Activities | |
| BP 6020 Parent Involvement | |
| Williams Complaint Report – R | Gaddis |
| Governance Handbook Annual Update – D | Allen |

JANUARY 27

| | |
|--|-----------------|
| Recognition: 2026 Classified Employees of the Year – A | Thigpen |
| Recognition: National School Counseling Week (Feb. 1-6) – A | Schnepp |
| Maintenance Update – R | Camarda |
| *Annual Policy Review – A [Discussed 01/13/26] | Gaddis |
| BP 3430 Investing and Debt Management | |
| BP 5116.1 Intradistrict Open Enrollment | |
| BP 6145 Extracurricular/Cocurricular Activities | |
| BP 6020 Parent Involvement | |
| *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 |
| *Early Head Start/Head Start Budget Mod/Carryover Funds – A | Townsend-Snider |
| *Governance Handbook Annual Update – A [Discussed 01/13/26] | Allen |
| *CTE 2025 Advisory Committee Roster – A | Schnepp |

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 |

*Resolution: Federal Surplus Property Participation Renewal – A Ryan

FEBRUARY 24

Recognition: Arts Education Month (March) – A Dale
Arts Education and Proposition 28 Update – R Dale
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
2026 CSBA Delegate Assembly Election – A Board

MARCH 10

New High School Courses – D Dale
Second Interim Budget Report – R Ryan
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/24/26] Thigpen
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/24/26] Thigpen
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/24/26] Thigpen
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/24/26] Thigpen
*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
Bond Project Update – R Camarda
Technology Update – R Skibitzki
*New High School Courses – A [Discussed 03/10/26] Schnepf
*Head Start and Early Head Start Grant Application 2026-2027 – A Townsend-Snider

APRIL 14

Recognition: School Bus Driver Appreciation Day (Apr. 28) – A Thigpen
Instructional Materials Adoptions – D Dale
Strategic Plan Update – R Allen
Proposed Board Meeting Dates for 2026-2027 – A Board

APRIL 28

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] Schnepf

MAY 12

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

MAY 26

| | |
|--|---------|
| 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 |

JUNE 9

| | |
|--|-----------------|
| Public Hearing: LCAP – D | Oaxaca |
| Public Hearing: LCAP/Choices Charter School – D | Oaxaca |
| Public Hearing: Adoption of the 2026-2027 Budget – D | Ryan |
| Temporary Interfund Borrowing of Cash – A | Ryan |
| *CIF Superintendent Designation of Representatives 2026-2027 – A | Schnepf |
| *ECE Program Self-Evaluation for CDE – A | Townsend-Snider |

JUNE 23

| | |
|---|--------|
| California School Dashboard Local Indicators – R | Oaxaca |
| LCAP – A [Public Hearing 06/09/26] | Oaxaca |
| Choices Charter School California School Dashboard Local Indicators – R | Oaxaca |
| LCAP Choices Charter School – A [Public Hearing 06/09/26] | Oaxaca |
| Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26] | Ryan |
| *2025-2026 Actuarial Report OPEB – A | Ryan |
| *Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A | Ryan |
| *School Plan for Student Achievement (SPSA) – A | Oaxaca |

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