



**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**  
**November 18, 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/PLEDGE OF ALLEGIANCE - 6:30 p.m.**

**B. APPROVAL OF MINUTES**

1. Minutes - October 28, 2025, regular meeting

Action: The superintendent is recommending that the board approve the minutes for October 28, 2025, regular meeting, pages 2718-2721.

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

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

**D. VISITOR COMMENTS - 6:45 p.m.**

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

**E. CONSENT CALENDAR - 7:15 p.m.**

Action: The administration recommends that the consent calendar, E-1 through E-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; zero dollar contracts; and bids/RFPs.

3. Business/Financial Report

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

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. California State Preschool Program (CSPP) Continued Funding Application 2026-2027

The superintendent is recommending that the board adopt Resolution No. 4242, approving the 2026-2027 Continued Funding Application for the California State Preschool Program.

7. Joint Resolution with Folsom Cordova Unified School District on Transfers

The superintendent is recommending that the board adopt Resolution No. 4218, a joint resolution between the San Juan Unified School District and the Folsom Cordova Unified School District, as amended.

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

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

**G. BUSINESS ITEMS**

1. **Elementary 2024-2025 End of Year Data Summary (Dale) - 7:20 p.m.**

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

2. **Universal Prekindergarten Update (Townsend-Snider) - 7:40 p.m.**

Report: The superintendent is recommending that the board receive an update regarding the progress of Universal Prekindergarten (UPK) in alignment with state legislation.

3. **Public Hearing No. 2: Marconi Learning Academy Charter School Renewal Petition (Oaxaca) - 7:55 p.m.**

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and approve the Marconi Learning Academy Charter School Renewal Petition for a term of five years, starting July 1, 2026, and continue through June 30, 2031. The term for the current charter will expire

on June 30, 2026, unless it is approved for renewal by the Board of Education.

**4. Updated Legislative Principles and Priorities (Allen) - 8:05 p.m.**

Discussion/Action: The superintendent is recommending that the board discuss and adopt the updated Legislative Principles and Priorities.

**5. Public Hearing: Conveyance of Easement at Arcade Middle School to the County of Sacramento (Camarda) - 8:15 p.m.**

Public Hearing/Action: The superintendent is recommending that the board call a public hearing to solicit public comment and adopt Resolution No. 4239, declaring the conveyance of an easement at Arcade Middle School to the County of Sacramento.

**6. Public Hearing: Conveyance of Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:20 p.m.**

Public Hearing/Action: The superintendent is recommending the board call a public hearing to solicit public comment and adopt Resolution No. 4241, declaring the conveyance of an easement at Katherine Johnson Middle School to the Sacramento Area Sewer District.

**7. Set Annual Organizational Meeting (Board) - 8:25 p.m.**

Action: The superintendent is recommending that the board set Tuesday, December 16, 2025, at 6:30 p.m., as the date and time for the annual organizational meeting.

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

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

1. Tentative future agenda items

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

**J. ADJOURNMENT - 8:40 p.m.**

***NOTE: The times indicated are approximate.***

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

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

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

**Mission Statement**

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

### **San Juan Unified Land Acknowledgement**

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

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



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

**Board of Education Minutes  
October 28, 2025**

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

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

The October 28 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  
Nick Bloise, member  
Abid Stanekzai, member (*arrived 5:38 p.m.*)  
Pam Costa, member

Absent:

Zima Creason, member

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

There were no closed session visitor comments.

**Closed Session (B)**

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

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

At 6:30 p.m., the October 28 regular meeting was called back to order by the president, Ben Avey. Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance.

**Minutes Approved (D)**

It was moved by Mr. Bloise, seconded by Mr. Stanekzai, that the minutes of the October 14 regular meeting be approved. MOTION CARRIED 6-0-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: None; ABSENT: Creason].

**Recognition: National School Psychology Week (E-1)**

It was moved by Ms. Costa, seconded by Ms. Kravchuk, to adopt Resolution No. A-459 proclaiming the week of November 3-7, 2025, as National School Psychology Week. MOTION CARRIED 6-0-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: None; ABSENT: Creason].

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

High School Student Council representatives Brenda Alcaide Navarro and Jordi Pulido Valencia from San Juan High School and Ojehi Benito-Oserogho and Bidaa Saleh from Encina High School updated the board on the goals, activities and achievements at their respective schools.

**Staff Reports (F-2)**

Chief of Human Resources Daniel Thigpen delivered the following staff report: “San Juan Unified engaged an outside law firm to conduct an outside review of a complaint/investigation concerning a member of the Board of Trustees, complaint 2526-002, related to questions raised regarding the residency of Trustee Nicholas Bloise who represents Trustee Area 4. That review has concluded. Based on the applicable legal standard, and the totality of the evidence, the outside review affirmed that Trustee Bloise meets the residency requirement to serve in his elected role. This concludes the district’s review of this matter. San Juan Unified takes residency requirements seriously and values community engagement on issues of public trust. With this matter resolved, the board remains focused on supporting student success and serving the families of our community.”

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

Mr. Avey reported on two closed session items. First, the board voted 5-0 to accept a hearing panel’s recommendation of two expulsions in case numbers S-03 and S-04. Second, Mr. Avey reported that the board met in closed session to discuss personnel matters pursuant to Government Code section 54957. Mr. Avey then read the following statement: “During the superintendent’s approved medical leave, effective October 13, 2025, the board took action to ensure continuity of leadership within the district. The board voted 6-0 to appoint Chief of Staff Trent Allen to serve as Acting Superintendent of Schools during Superintendent Melissa Bassanelli’s medical leave. The board also approved the first amendment to Mr. Allen’s employment agreement, reflecting this temporary assignment. Under the terms of the amendment, Mr. Allen will assume the duties, powers, and responsibilities of the superintendent of schools while continuing to fulfill his chief of staff responsibilities. His compensation will be adjusted to the superintendent’s salary rate effective October 13, 2025, receiving executive coaching, and all other terms and benefits of his existing employment agreement will remain unchanged. Upon Superintendent Bassanelli’s return or further direction of the board, Mr. Allen will revert to his position as chief of staff.”

**Visitor Comments (G)**

Yesmine Thompson provided an update on the work of the San Juan Education Foundation.

Mary Beth Barber shared information regarding funding for staff at Mira Loma High School.

Kenny Nguyen expressed support for revising the vice principal funding formula at Mira Loma High School.

Etai Harel spoke about the need for additional funding for interpreters at Mira Loma High School.

Georgia Kloutrakis expressed support for additional funding at Mira Loma High School to help offset the cost of the third vice principal.

Rania Saleem discussed the need for improved camera systems at Mira Loma High School.

**Consent Calendar Approved (H-1/H-7)**

It was moved by Mr. Bloise, seconded by Mr. Perez, that the consent calendar items H-1 through H-7 be approved. MOTION CARRIED 6-0-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: None; ABSENT: Creason].

**Personnel (H-1)**

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

**Purchasing Report (H-2)**

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

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

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

**Gifts (H-4)**

Acceptance of gifts from Bella Vista High School.

**Surplus Report (H-5)**

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

**Revisions to Board Policy 0420.4 Charter School Authorization (H-6)**

Approval of the proposed revisions to Board Policy 0420.4 Charter School Authorization. (Discussed: 10/14/2025)

### **Consolidated Application (H-7)**

Approval of the submission of the 2025-26 Consolidated Application for Funding to the California Department of Education (CDE) and State Board of Education (SBE).

### **End of Year Data Summary for Middle School and High School (J-1)**

Deputy Superintendent of Schools and Student Support Timothy C. Dale, Ed.D., introduced Assistant Director of Assessment, Evaluation and Planning Christopher Smith who gave a presentation on the 2024-2025 end of year data summary for middle and high schools. Mr. Smith began by explaining the two types of data, noting that summative data for English language arts (ELA), mathematics, suspension and chronic absenteeism would be discussed in this report. Mr. Smith provided context on how the measures align with the California School Dashboard for accountability, explaining the difference between “distance from standard” and “standard met.” Mr. Smith also recognized schools demonstrating growth, noting that the purpose of the data is to inform equity-driven, continuous improvement efforts as the district works to improve outcomes for identified student groups and, more broadly, all students in San Juan Unified. Mr. Smith reviewed the middle school and high school data by grade level and by student group, noting that overall, ELA scores have shown gains, math performance remains flat, chronic absenteeism continues to decline – though at a slower pace than last year – and suspensions continue to decrease. Mr. Smith concluded by emphasizing that there is much to celebrate in the progress across secondary schools. Ms. Kravchuk commented on testing apathy, incentivizing student participation, replicating successful practices among other groups. Ms. Kravchuk also acknowledged San Juan High School for its improvement resulting from class size reduction. Mr. Bloise commented on incentivizing CAASPP participation and highlighted the connection between English proficiency and success in mathematics. Mr. Avey expressed that he was pleased with the evident traction and momentum of consistent success and improvements across multiple areas. Mr. Allen noted that CAASPP represents only one measure of data and emphasized the importance of considering other indicators of success to gain a complete picture.

### **Family and Community Engagement (FACE) Framework (J-2)**

Mr. Allen introduced Director of Family Engagement and Partnership Development Amy Rovai-Gregory, who gave a presentation regarding the development and implementation of the FACE Framework. Ms. Rovai-Gregory explained that, in order to support schools and departments in developing and implementing effective family engagement strategies, district staff created the FACE Framework, which is a comprehensive tool based on research-based best practices and developed with the input of practitioners, educational partners and parents/guardians. Ms. Rovai-Gregory reviewed the six family engagement standards, along with the assessments and resources designed to help sites and departments strengthen family and community engagement to improve student outcomes. Ms. Rovai-Gregory shared that this year, the FACE team is working in collaboration with the Division of Teaching and Learning to provide professional development on the use of the framework with each school being asked to identify one goal to focus on throughout the year, with these efforts aligned to this year's instructional focus on checking for understanding. Mr. Avey acknowledged the body of work, noting that it provides a structure for increasing family engagement and offers a framework to help all schools succeed.

### **Intent to Convey Easement at Arcade Middle School to the County of Sacramento (J-3)**

It was moved by Mr. Perez, seconded by Mr. Bloise, to 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. MOTION CARRIED 6-0-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: None; ABSENT: Creason].

### **Intent to Convey Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (J-4)**

It was moved by Ms. Kravchuk, seconded by Mr. Bloise, to 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 public hearing to be held on November 18, 2025. MOTION CARRIED 6-0-1 [AYES: Avey, Kravchuk, Perez, Bloise, Stanekzai, Costa; NOES: None; ABSENT: Creason].

### **Board Reports (K)**

Ms. Costa reported that she, along with Ms. Creason and most members of cabinet, attended the San Juan Education Foundation Evening with the Stars event. Ms. Costa also shared that she attended a recent board meeting of the San Juan Education Foundation, where members expressed enthusiasm during their debrief about how they might use the funds raised.

Ms. Kravchuk shared that she participated in the curriculum review process, expressing excitement about the new math curriculum and encouraging others to take part before the December deadline.

Mr. Avey reported that he attended the recent Community Advisory Committee (CAC) meeting, where the new curriculum adoption process and alternative graduation pathways were discussed. Mr. Avey also expressed appreciation for the district's ongoing fiscal responsibility.

**Future Agenda (L)**

There were no items added to the future agenda.

**Adjournment (N)**

At 8:08 p.m., there being no further business, the regular meeting was adjourned.

\_\_\_\_\_  
Ben Avey, Board President

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

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

:sc

DRAFT

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

**AGENDA ITEM:** E.1

**MEETING DATE:** 11/18/2025

**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: 11/10/2025

**FISCAL IMPACT:**

N/A

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

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

**1. APPOINTMENTS**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>	
New Hire	Henderson, Taylor	Temp	Teacher Grade 3	Charles Peck	08/12/25	06/10/26
New Hire	Hipkins, Susan	Temp	School Nurse	Health Services	08/07/25	06/09/26
New Hire	Moz, Isamar	Temp	Tch- English Lang Dev	Mira Loma	08/12/25	06/10/26
New Hire	Orellana, Jenny	Prob	Tch- MOD/Severe K/12	Sylvan	08/12/25	
New Hire	Reppert, Madison	Temp	Teacher Grade 3	Charles Peck	08/12/25	06/10/26
New Hire	Schroeder, Phillip	Temp	Tch- Elem Specialist	Teaching and Learning	08/12/25	06/10/26
New Hire	Steinheimer, Sarah	Temp	Tch Grade 7/8	Arden	08/12/25	06/10/26
Rehire	Davis, Kathleen	Temp	TCH-CDPT	Pershing	10/20/25	06/30/26
Rehire	Diruscio, Amanda	Temp	Tch- Elem Specialist Music	Teaching and Learning	09/26/25	06/10/26
Rehire	Engelsgaard, Sarah	Temp	Tch- Kindergarten	Mariposa	08/12/25	06/10/26
Rehire	Lentz, Ryan	Prob	Tch- Deaf/Hard of Hearing	Del Campo	08/14/25	
Rehire	Leonard, Melanie	Temp	Tch-English Lang Dev	Howe Avenue	10/21/25	06/10/26
Rehire	Marshall, Thomas	Temp	Tch-Grad 9/12	Mira Loma	10/30/25	06/10/26
Rehire	McClain, Mary	Temp	Tch- Site Res: Elem Intrv	Mission Avenue	08/12/25	06/05/26
Rehire	Payne, Sophia	Prob	Teacher Grade 3	Starr King	08/12/25	
Rehire	Rainaud-Hinds, Hali	Prob	Tch-Resource Spec K/12	Del Campo	08/12/25	
Rehire	Surgeon, Jeannice	Prob	Tch-Resource Spec K/12	Katherine Johnson	10/20/25	
Rehire	Stechman, Linda	Temp	Tch- Site Res: Elem Intrv	Mission Avenue	08/12/25	06/05/26
Rehire	Walker, Brenda	Temp	Tch- Elem Specialist Art	Mission Avenue	09/02/25	02/27/26
Rehire	Welborn, Brian	Temp	Tch-(ED) Emotional Dstbd	La Vista	10/29/25	06/10/26
Rehire	Yang, Ia	Prob	Tch-Resource Spec K/12	Bella Vista	08/12/25	

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>	
New Hire	Beck, Briana	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	10/27/25	
New Hire	Borchman, Tenley	Prob	Instructional Assistant I	Starr King	11/10/25	
New Hire	Branco, Sabrina	Prob	Instructional Assistant I	Ottomon	10/29/25	
New Hire	Brown, Casey	Prob	Inst Asst/Mul Sev Hndcp	Ralph Richardson	10/20/25	
New Hire	Calderon, Diane	Prob	Nutrition Services Worker I	Carnegie	10/28/25	
New Hire	Davison, Stephanie E	Prob	School Playground Rec Aide	James Cowan	10/20/25	
New Hire	Delgado, Sabrina	Prob	Instructional Assistant II	Starr King	10/20/25	
New Hire	Dewey, Margaret	Prob	School Playground Rec Aide	Sierra Oaks	11/03/25	
New Hire	Dixon, Lashe	Prob	School Playground Rec Aide	James Cowan	10/20/25	
New Hire	Ghiasy, Karishma	Prob	School Playground Rec Aide	Trajan	10/27/25	
New Hire	Goettsch, Jadyn	Prob	Instructional Assistant I	Schweitzer	10/14/25	
New Hire	Isordia Torres, Armando	Prob	Campus Safety Monitor	Katherine Johnson	10/20/25	
New Hire	Lee, Cherish	Prob	Child Dev Assist-School Age	Cambridge Heights	10/23/25	
New Hire	Milloway, Patrick	Prob	Nutrition Services Worker I	Sierra Oaks	10/28/25	
New Hire	Mitchell, Jordan	Prob	Nutrition Services Worker I	Mira Loma	10/28/25	
New Hire	Moore, Elissa	Prob	Instructional Assistant I	Skycrest	10/17/25	
New Hire	Novikova, Vira	Prob	Child Dev Assist-School Age	Mariposa Ave	10/20/25	
New Hire	Ortega, Luz	Prob	Instructional Assistant I	Sierra Oaks	10/27/25	
New Hire	Rarogal, Jasmine	Prob	Clerk	Howe Avenue	11/03/25	
New Hire	Rios, Emily Marie	Prob	School Playground Rec Aide	Whitney Avenue	10/15/25	
New Hire	Ruiz, Nicolas	Prob	School Playground Rec Aide	Dyer-Kelly	10/15/25	
New Hire	Santiago, Antonio	Prob	Campus Safety Monitor	Meraki	10/27/25	
New Hire	Thomas, William	Prob	Custodian	Rio Americano	10/20/25	
New Hire	Vanvelzen, Alla	Prob	Inst Asst/Bil-Russian	Rio Americano	10/21/25	
Rehire	Gonzalez, Yadira	Prob	School/Community Wrkr	Pupil Personnel Services	10/31/25	
Rehire	Hagen, Vincent	Prob	Instructional Assistant II	Del Paso Manor	10/27/25	
Rehire	Levis, Madeline	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	10/16/25	
Rehire	Naderi, Azar	Prob	Child Dev Assist-School Age	Arlington Heights	10/15/25	
Rehire	Najem, Nuha	Prob	Inst Asst/Bil-Arabic	Marvin Marshall	11/03/25	
Rehire	Ross, Sarah	Prob	Instructional Assistant II	Kingswood	10/27/25	
Rehire	Safi, Hosna	Prob	Instructional Assistant I	Whitney Avenue	10/27/25	
Rehire	Shoemaker, Jaxson	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	10/20/25	

**2. LEAVES OF ABSENCE**

**CERTIFICATED SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>	
Paid	Min, Anna	Prob	Vice Principal, Elementary	Sierra Oaks	10/09/25	03/19/26

**2. LEAVES OF ABSENCE (Continued)**

**SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Fay, Danika	Perm	Supv-Transportation Oper	Transportation	10/10/25 01/07/26

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Alves, Tracy	Perm	Teacher Grade 3	Pershing	09/22/25 01/16/26
Paid	Hostetter, Andrea	Perm	Tch-Transitional Kindergrtn	Twin Lakes	10/09/25 11/23/25
Paid	Morehead, Natalie	Prob	Teacher Grade 5	Howe Avenue	08/28/25 03/11/26
Paid	Stroup, Caitlin	Perm	Tch-Site Res: Elem Intrnv	Starr King	10/13/25 02/27/26
Paid	Whatley, Luke	Perm	Tch-Grad 9/12	Mesa Verde	10/10/25 12/19/25

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Chavez, Oscar	Perm	Middle Sch Head Custodian	Littlejohn	09/25/25 11/11/25
Paid	Evans, Amber	Perm	Expanded Learn Site Fac	Pupil Personnel Services	10/03/25 11/16/25
Paid	Gutierrez, Lizbeth	Perm	Sch/Com Intrv Sp I	San Juan	10/08/25 04/07/26
Paid	Hang, Lick	Perm	Custodian	Mira Loma	09/29/25 11/18/25
Paid	Holland, Therese	Prob	School Playground Rec Aide	Orangevale Open	10/01/25 11/30/25
Paid	Martinez, Caleb	Perm	Admin Assistant	M&O - Building Maintenance	10/01/25 11/30/25
Paid	Murdock, Jessie	Perm	Secretary	Psych Services - Kenneth	09/17/25 11/14/25
Paid	Said, Nadia	Prob	Elementary Paraeducator	Del Paso Manor	08/15/25 12/14/25

**3. SEPARATIONS**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Huynh, Bounthiene	Perm	TCH-CDPT	Pershing	10/17/25

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Al Alwash, Luheib	Perm	Instructional Assistant II	Charles Peck	10/31/25
Resignation	Alvarez, Alexander	Perm	Expanded Learn Prog Asst	Pupil Personnel Services	10/24/25
Resignation	Ford, Candice	Perm	Instructional Assistant III	Arlington Heights	10/20/25
Resignation	Franklin, Zachary	Perm	Personnel Technician	Human Resources	10/24/25
Resignation	Ghafoori, Mujeeb	Perm	Inst Asst/Bil-Farsi	Katherine Johnson	10/22/25
Resignation	Harrison, Sinclair	Prob	Instructional Assistant III	Ralph Richardson	10/24/25
Resignation	Losoya, Yesenia	Prob	School Playground Rec Aide	Kingswood	10/24/25
Resignation	Mayaar, Ahmad Irshad	Prob	Inst Asst/Bil-Pashto	Starr King	10/17/25
Resignation	Phillips, Kasha	Perm	High School Secretary II	Casa Roble	10/16/25
Resignation	Snyder, Ruth	Perm	Instructional Assistant I	Mission Avenue	10/31/25
Retirement	Luzier, Gary	Perm	Bus Driver	Transportation	10/15/25
Dismissal	CL #647	Prob	Campus Safety Monitor	Teaching And Learning	09/22/25
Dismissal	CL #648	Perm	Elementary Paraeducator	Teaching And Learning	08/29/25
Suspension	CL #649	Perm	Nutrition Services Worker I	Nutrition Services	10/13/25

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

**AGENDA ITEM:** E.2

**MEETING DATE:** 11/18/2025

**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; zero dollar contracts; and bids/RFPs.

**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:11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools



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

October 15, 2025 - November 4, 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
SA26-00033	10/27/2025	Document Tracking Services	Additional services	\$ 36,947.00	\$ -	\$ 26,474.00	\$ 63,421.00	Accountability & Org. Evaluation
SA26-00028	11/4/2025	Mary V. Gwaltney	Additional services	\$ 6,040.00		\$ 17,700.00	\$ 23,740.00	316 - SPED
SA26-00211	11/5/2025	Odyssey Center	Additional services	\$ 300,000.00		\$ 50,000.00	\$ 350,000.00	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
VR25-07064	11/4/2025	Sierra Valley Moving & Storage Inc.	Additional moving services and extending the contract to 12/31/2026 for the Encina Full Site Renovation Project #202-9332-P1	\$ 89,974.38	\$ -	\$ 41,460.00	\$ 131,434.38	FAC
VR24-01188	11/4/2025	Lionakis	Additional design services for the Encina Full Site Renovation Project #202-9332-P1	\$ 2,105,000.00	\$ 561,000.00	\$ 31,645.00	\$ 2,697,645.00	FAC
VR24-06135	11/4/2025	Statewide Education Wrap Up Program	Final adjusted SEWUP fee for the Owner Controlled Insurance Program (OCIP) on the Mariemont MOD Project #130-9495-P1	\$ 325,089.71	\$ 145,702.55	\$ 136,809.36	\$ 607,601.62	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
VR25-12642	10/21/2025	Joe's Landscaping & Concrete Inc.	Additional site work required on the Encina ECE Project #202-9248-24CIP	\$ 654,748.00	\$ -	\$ 20,919.87	\$ 675,667.87	FAC

Purchasing Contracts Board Report  
Board Pre-Approval  
Zero Dollar

October 15, 2025 - November 4, 2025

Fund	Date	Site/ Department	Vendor Name	Description
All	10/22/2025	San Juan Adult Education	S.C.O.E.	CAERC MOU - Adult Education Program

**Purchasing Contracts Board Report  
Bids/RFPs**

October 15, 2025 - November 4, 2025

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

<b>Fund</b>	<b>Date</b>	<b>Bid/RFP #</b>	<b>Vendor Name</b>	<b>Description</b>	<b>Amount \$</b>	<b>Responsibility</b>
All	10/28/2025	RFP26-100	Crowe LLP	Bond Audit Services	\$87,600.00	412-Fiscal Services

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

**AGENDA ITEM:** E.3

**MEETING DATE:** 11/18/2025

**SUBJECT:** Business/Financial Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

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

**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: 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools

**Notices of Completion - Board of Education**

<b>CONTRACTOR</b>	<b>PROJECT</b>	<b>DATE OF ACCEPTANCE</b>	<b>DATE RECORDED</b>
Martin General Engineering, Inc.	PO# VR25-12671 Provide all labor, materials, equipment, tools, transportation and incidentals for replacement of sitewide security fencing at Pasadena Elementary School, 4330 Pasadena Avenue, Sacramento, CA 95821, located in the San Juan Unified School District. Vendor: Martin General Engineering, Inc.	9/29/2025	10/7/2025
KYA Services, LLC	PO# VR25-11562 Provide all labor, materials, equipment, tools, transportation and incidentals for demolition and replacement of existing scoreboards at the baseball and softball fields at Casa Roble High School, 9151 Oak Avenue, Orangevale, CA 95662, located in the San Juan Unified School District. Vendor: KYA Services, LLC	9/29/2025	10/7/2025
BWD Construction, Inc	PO# VR24-10810 Provide all labor, materials, equipment, tools, transportation and incidentals for replacement of water filtration system at Camp Winthers, 720 Chamberlain Road, Soda Springs, CA 95728, owned by San Juan Unified School District. Vendor: BWD Construction, Inc	9/10/2025	9/17/2025

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

**AGENDA ITEM:** E.4

**MEETING DATE:** 11/18/2025

**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:

**Camp Winthers:** from Innovative Construction Services (ICS): \$200; Kitchell: \$200; KMM Services Inc.: \$200; Verde Creations: \$200; Studio W Architects: \$200; JKAE: \$200; Linda Winthers: \$1,000; individual supporters: \$3,867 - for disc golf fundraiser tournament held at Camp Winthers.

**Earl LeGette Elementary School:** from Earl LeGette PTO - for extra instructional assistant hours for before school supervision: \$4,000; for schoolwide folders: \$400.

**Laurel Ruff Transition School:** from Agnus Lintz: \$25, Delores Hernandez: \$50, Roll and Go Sushi: \$200 - for Soccer USA Games.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**FISCAL IMPACT:**

N/A

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

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

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

**AGENDA ITEM:** E.5

**MEETING DATE:** 11/18/2025

**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: 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Trent Allen, Acting Superintendent of Schools

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
Arden MS	Apple	Macbook	Laptop	S/N: C02WQE1QJ1WK	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C1MV9C30J1WK	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C1MV9779J1WK	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C02WQDTSJ1WK	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C1MQMBWPDY3	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C02J9HW2DXY3	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C007NLT52G1HV	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: CO2WQDW9J1WK	eWaste
Arden MS	Apple	Macbook	Laptop	S/N: C1MV9CLGJ1WK	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10013436	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10008968	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10002839	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10013431	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 20184668	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10022008	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10023519	eWaste
Arden MS	Apple	Macbook	Laptop	Asset Tag: 10013430	eWaste
Churchill	Hitachi		Table Saw	N/A	Dispose
Churchill	Hitachi		Table Saw	N/A	Dispose
Churchill	Hitachi		Bandsaw	N/A	Dispose
Churchill			Edge Trimmer	N/A	Dispose
Churchill			Stand Drill	N/A	Dispose
Churchill			Grinder	N/A	Dispose
Mira Loma HS	HP	Office Pro 8710	Printer	S/N: CN63KB42V9	eWaste
Northridge	Apple		Ipad	S/N: GCKVQ3NEHLF9	eWaste
Northridge	Apple		Ipad	S/N: GCJVQMY5HLF9	eWaste
Northridge	Apple		Ipad	S/N: F9GTXXUGHLF9	eWaste
Northridge	Apple		Ipad	S/N: F9Z8JZ1MF3M	eWaste
Northridge	Apple		Ipad	S/N; GCJVQNE5HLF9	eWaste
Northridge	Apple		Ipad	S/N: GG7FVN98Q1GC	eWaste
Rio Americano			Electric Piano	N/A	Dispose
San Juan Central	HP		Laptop	S/N: CNU9262WNZ	eWaste
San Juan Central	HP		x20 Chromebook Chargers	N/A	eWaste
San Juan Central	HP	Pro Windows	Laptop	S/N: 5CG70528XC	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NQP	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD720CKD0	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NPH	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NQV	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD720CKF7	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NNC	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NGH	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NPB	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7140NW7	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NMR	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NPV	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD720CKJH	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NNX	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD7153NRQ	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD720CKKF	eWaste
San Juan Central	HP	Chromebook	Laptop	S/N: 5CD720CL8D	eWaste
San Juan Central	MISC		X15 - Califone Headsets	N/A	eWaste
San Juan Central	Acer	Chromebook	Laptop	NXEF2AA00264907CF07600	eWaste
San Juan Central	Acer	Chromebook	Laptop	NXEF2AA00264907C827600	eWaste
San Juan Central	Acer	Chromebook	Laptop	NXEF2AA002649037F67600	eWaste
San Juan Central	Acer	Chromebook	Laptop	NXEF2AA00264907CF47600	eWaste
San Juan Central	Acer	Chromebook	Laptop	NXEF2AA002649037F97600	eWaste
San Juan Central			Quantum Hard drive	N/A	eWaste
San Juan Central	Amazon		Basics Wired Keyboard	N/A	eWaste
San Juan Central	HP		WIRED KEYBOARD	N/A	eWaste
San Juan Central	HP		WIRED KEYBOARD	N/A	eWaste
San Juan Central	HP		WIRED KEYBOARD	N/A	eWaste
San Juan Central	HP	Laser Jet 1022	Printer		eWaste
San Juan Central			24- Logitech S-150 USB Digital Speakers	N/A	eWaste
San Juan Central	HP		PRO DESK	MXL8391Q45	eWaste
San Juan Central	HP		PRO DESK	2UA8331QVY	eWaste
San Juan Central	HP		PRO DESK	MXL8391Q4C	eWaste
San Juan Central	HP		Computer Monitor	N/A	eWaste

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.

<b>Location/Site</b>	<b>Make</b>	<b>Model</b>	<b>Description</b>	<b>Fixed Asset / Serial #</b>	<b>Disposition</b>
Thomas Kelly	HP	ProBook 650 G3	Laptop	S/N: 5CG7353K2G	eWaste

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

**AGENDA ITEM:** E.6

**MEETING DATE:** 11/18/2025

**SUBJECT:** California State Preschool Program (CSPP) Continued Funding Application 2026-2027

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board adopt Resolution No. 4242, approving the 2026-2027 Continued Funding Application for the California State Preschool Program.

**RATIONALE/BACKGROUND:**

The California Department of Education (CDE) requires all preschool agencies with a board of directors to submit formal board approval of the Continued Funding Application (CFA) package and to adopt Resolution No. 4242, designating the personnel authorized to sign related documents for the 2026-2027 fiscal year. CSPP is a state and federally funded program in California that provides child development services to children ages 2 to 5.

**ATTACHMENT(S):**

1. [Resolution No. 4242](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**FISCAL IMPACT:**

Current Budget: \$5,573,492.00

**PREPARED BY:** Rebecca Marsolais, Director II, Early Childhood Education and Extended Learning

**APPROVED BY:** Amberlee Townsend-Snider, Asst. Superintendent, Elementary Education & Programs  
Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Trent Allen, Acting Superintendent of Schools

**Fiscal Year 2026–27 Continued Funding Application**  
**DUE DATE: 5:00p.m. November 14, 2025**

Contractors holding a current California State Preschool Program (CSPP) contract, and if applicable a Prekindergarten and Family Literacy Support (CPKS) contract, who wish to be considered for continued funding, for fiscal year (FY) 2026–27 must complete this application for continued funding. The FY 2026–27 CFA Overview and Instructions may be accessed on the [CFA web page](#). Contractors are strongly encouraged to review the CFA Overview and Instructions before and after completion of the CFA and associated documents to confirm that the application and forms submitted for their agency have been completed in accordance with all applicable instructions.

Contractors who apply for and are approved for continued funding do not need to sign a contract with the California Department of Education (CDE) to provide CSPP and CPKS services for FY 2026–27. Contracts will be automatically renewed in accordance with all applicable federal and state laws and contract terms and conditions (CT&C). By signing this CFA, the contractor is indicating that it wishes to automatically renew its contract(s) for FY 2026–27 and accepts all of the terms and conditions of the 2026–27 CSPP contract, and if applicable the 2026–27 CPKS contract, which will be provided to the contractor no later than June 1, 2026.

Upon completion of this CFA, the CDE will review the application and may contact your agency seeking additional information. If the CFA is returned to the CDE in a timely manner but is not fully and accurately completed, funding for FY 2026–27, if approved, may be delayed.

Please also note that contractors have no vested right to a subsequent contract. Completion of this CFA does not guarantee a renewal of funding. If the CDE determines your agency will not be renewed for a subsequent contract year, you will be notified in writing no later than April 7, 2026, pursuant to the *California Code of Regulations*, Title 5 (5 CCR) Section 17828.

Contractors that wish to reject the terms of the FY 2026–27 CSPP and/or CPKS contract must provide the CDE with written notice that the terms of the contract(s) are rejected by emailing [EarlyEducationContracts@cde.ca.gov](mailto:EarlyEducationContracts@cde.ca.gov) on or before June 30, 2026. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2026–27 CSPP and, as applicable, the CPKS contract are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract will not have contract(s) in effect for FY 2026–27. Contractors cannot reject their CSPP contract and still receive funding under a CPKS contract since CPKS funding is tied to having a CSPP contract. If no notice of rejection is sent to the CDE and the CFA is approved, the contract will be automatically renewed, and no further action will be required from the contractor.

If a contractor wishes to terminate the contract for any reason during the FY 2026–27 contract term, the contractor shall notify the CDE of its intent to terminate the contract at least 90 calendar days in advance of contract termination and shall follow 5 CCR 17795.

If you have any questions regarding the CFA, please contact [CFA@cde.ca.gov](mailto:CFA@cde.ca.gov).

<b>Section I – Contractor Information</b>
<b>Contractor Legal Name:</b> San Juan Unified School District
<b>Contractor “Doing Business As” (DBA) Name:</b>
<b>Vendor Number:</b> 6744
<b>Headquartered County:</b> Sacramento
<b>Legal Business Address:</b> 3738 Walnut Avenue, Carmichael, 95608
<b>Mailing Address</b> (if different from above): P. O. Box 477, Carmichael, CA 95609-0477
<b>Executive Director Name:</b> Melissa Bassanelli
<b>Executive Director Telephone:</b> (916)971-7213
<b>Executive Director Email Address:</b> mbassanelli@sanjuan.edu

To update Contractor Information above, [log in to the Child Development Management Information System \(CDMIS\)](#) and follow these instructions: [Update Agency Information](#).

<b>Section II – Contract and Program Type</b>
Contractor agrees to continue to administer the following programs with funds provided by the California Department of Education (CDE) for Fiscal Year 2026–27.
<b>Contract Type(s):</b> CSPP
<b>Program Type(s):</b> Part-Day/Part-Year
<b>Minimum Days of Operation (MDO):</b> 175
<b>Subcontractor(s):</b> No
<b>License Exemption:</b> No

To request a change to Program Type(s), MDO, or other programmatic details, download and complete the [Program Narrative Change](#) form and return it with this CFA.

Subcontractors and License Exemption must be renewed annually, if applicable.

### Section III – Contractor Certification

Under penalty of perjury, I certify the following statements as true and correct to the best of my knowledge:

- I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher. All staff employed by the contractor for the provision of preschool services are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the Early Education Division.
- I am authorized by the contractor's Board of Directors or other governing authority to execute this CFA, signifying their intent to automatically renew the current CSPP contract, and CPKS contract if applicable, for FY 2026–27, under new terms and conditions to be established by the CDE, unless rejected in writing prior to the effective date of the new contract(s) on June 30, 2026.
- On behalf of the contractor and its governing authority, I understand that some information requested in this CFA is intended for use by CDE auditors in connection with future audit work and performance reviews and may not be used, reviewed, or considered by the CDE until after the contract has expired, if ever. Therefore, the contractor further understands that the information (and any underlying transactions) disclosed by this CFA shall not be considered properly noticed to the CDE, nor approved, accepted, or authorized by the CDE, even if the contractor's request for continued funding by the CDE is subsequently approved.
- The governing board members or persons with governing authority have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.
- As the signer of this CFA, I have supervisory authority over the CSPP and have knowledge of the information provided in this CFA. I am familiar with and will ensure that the contractor complies with all applicable program statutes and regulations in effect for FY 2026–27, including but not limited to:
  - Subcontracting requirements, including competitive bidding, CDE approval, and audit requirements in 5 CCR. I certify that any contractual arrangement(s) with subcontractors are made in adherence to the required subcontract provisions contained in the *California Education Code (EC)*, 5 CCR, and the CT&C. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term and that the contractor is ultimately responsible for the actions of any subcontractor.
  - Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm's length, and (ii) employment limitations stated in *EC*.
  - Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount

<p>and other provisions in 5 CCR, and accounting and reporting requirements in 5 CCR.</p> <ul style="list-style-type: none"> <li>○ Operational and programmatic requirements.</li> <li>○ Personnel requirements as stipulated in EC 5 CCR, and the CT&amp;C.</li> <li>● As the authorized representative of the CSPP contractor named in this application, I certify that: <ul style="list-style-type: none"> <li>○ I have reviewed all information for my agency and, to the best of my knowledge, the information on the CDMIS website reflects accurate information for my agency as of the date this certification is signed.</li> <li>○ I understand my obligation as a CSPP contractor to ensure the accuracy of information in CDMIS on an ongoing basis and will update the information in CDMIS as needed throughout the contract period.</li> </ul> </li> </ul>	
<p>By signing this CFA, the contractor is indicating that it wishes to automatically renew the current contract for FY 2026–27 and, if approved, is willing to, and does accept, all terms and conditions of the CSPP contract, which will be provided to the contractor no later than June 1, 2026.</p> <p>The contractor may reject the FY 2026–27 contract by providing the CDE with a written notice of rejection no later than June 30, 2026. Contractors that wish to reject the terms of the FY 2026–27 contract must provide written notice that the terms of the contract are rejected by emailing <a href="mailto:EarlyEducationContracts@cde.ca.gov">EarlyEducationContracts@cde.ca.gov</a> on or before June 30, 2026. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2026–27 CSPP contract, and CPKS contract if applicable, are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2026–27. I understand that failure to timely reject the terms of the contract means that the contract may be automatically renewed for FY 2026–27 starting on July 1, 2026.</p> <p>As the authorized representative of the contractor named in this application, I certify that I have reviewed all the information provided in this application, and in all accompanying forms, and I hereby attest that the information provided is true and correct to the best of my knowledge as of the date this certification is signed.</p>	
<b>Printed Name of the Contractor’s Authorized Representative:</b>	
<b>Title of the Contractor’s Authorized Representative:</b>	
<b>Signature of the Contractor’s Authorized Representative:</b>	
<b>Date of Signature:</b>	

### California State Preschool Program Fiscal Year 2026–27 Program Calendar

Contractor Name: San Juan Unified School District

County: Sacramento

Vendor Number: 6744

Contract Type: CSPP

Program Type: Part-Day/Part-Year

Instructions: Check the box on each date your program will operate. Total days of operation will automatically calculate.

July 2026 Days of Operation 0

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>
19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>
26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A

January 2027 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>
10 <input type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input type="checkbox"/>
17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input type="checkbox"/>
24 <input type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input type="checkbox"/>
31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

August 2026 Days of Operation 8

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>
2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input type="checkbox"/>
23 <input type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input type="checkbox"/>
30 <input type="checkbox"/>	31 <input checked="" type="checkbox"/>	N/A	N/A	N/A	N/A	N/A

February 2027 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

September 2026 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input type="checkbox"/>
13 <input type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input type="checkbox"/>
20 <input type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input type="checkbox"/>
27 <input type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	N/A	N/A	N/A

March 2027 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	31 <input checked="" type="checkbox"/>	N/A	N/A	N/A

October 2026 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input type="checkbox"/>
11 <input type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input type="checkbox"/>
18 <input type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input type="checkbox"/>
25 <input type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	31 <input type="checkbox"/>

April 2027 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input type="checkbox"/>
11 <input type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>
18 <input type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input checked="" type="checkbox"/>	23 <input checked="" type="checkbox"/>	24 <input type="checkbox"/>
25 <input type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input checked="" type="checkbox"/>	30 <input checked="" type="checkbox"/>	N/A

November 2026 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input type="checkbox"/>
15 <input type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input type="checkbox"/>
22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>
29 <input type="checkbox"/>	30 <input checked="" type="checkbox"/>	N/A	N/A	N/A	N/A	N/A

May 2027 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>
2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>
9 <input type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input checked="" type="checkbox"/>	13 <input checked="" type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input type="checkbox"/>
16 <input type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input checked="" type="checkbox"/>	20 <input checked="" type="checkbox"/>	21 <input checked="" type="checkbox"/>	22 <input type="checkbox"/>
23 <input type="checkbox"/>	24 <input checked="" type="checkbox"/>	25 <input checked="" type="checkbox"/>	26 <input checked="" type="checkbox"/>	27 <input checked="" type="checkbox"/>	28 <input checked="" type="checkbox"/>	29 <input type="checkbox"/>
30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A

December 2026 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>	12 <input type="checkbox"/>
13 <input type="checkbox"/>	14 <input checked="" type="checkbox"/>	15 <input checked="" type="checkbox"/>	16 <input checked="" type="checkbox"/>	17 <input checked="" type="checkbox"/>	18 <input checked="" type="checkbox"/>	19 <input type="checkbox"/>
20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>
27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A

June 2027 Days of Operation 5

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>
20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>
27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	N/A	N/A	N/A

Total Days of Operation: 175

## CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

## CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):

San Juan Unified School District

---

2. Federal ID Number:

94-6002533

---

3. By (Authorized Signature):



---

4. Printed Name and Title of Person Signing:

Rebecca Marsolais, Director II ECE/Expanded Learning

---

5. Date Executed:

10/17/25

---

6. Executed in the County and State of:

Sacramento, California

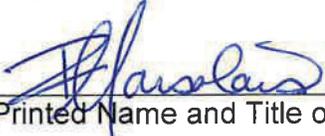
---

# Contractor Certification Clauses

CCC 04/2017

## CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
San Juan Unified School District	94-6002533
By (Authorized Signature)	
	
Printed Name and Title of Person Signing	
Rebecca Marsolais, Director II ECE/Expanded Learning	
Date Executed	Executed in the County of
10/17/2025	Sacramento

## CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at [www.dir.ca.gov](http://www.dir.ca.gov), and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

## **DOING BUSINESS WITH THE STATE OF CALIFORNIA**

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

# FEDERAL CERTIFICATIONS

CO.8 (REV. 06/20)

California Department of Education

## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 Code of Federal Regulations (CFR) Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:
- (b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement,

theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

- (1) The danger of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free workplace;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

- Choice Charter, 4425 Laurelwood Way, Sacramento, CA 95864
- Collage, 2221 Morse Ave, Sacramento, CA 95825
- Coyle, 6330 Coyle Ave, Carmichael, CA 95608
- Davie, 1500 Dom Way, Sacramento, CA 95864
- Dyer-Kelly, 2236 Edison Ave, Sacramento, CA 95821
- Encina, 1400 Bell Street, Sacramento, CA 95825
- Garfield, 3700 Garfield Ave, Carmichael, CA 95608
- Howe, 2404 Howe Ave, Sacramento, CA 95825
- Kingswood, 5700 Primrose Drive, Citrus Heights, CA 95610
- Lichen, 8319 Lichen Drive, Citrus Heights, CA 95621
- Mariposa, 7940 Mariposa Ave, Citrus Heights, CA 95610
- Marshall, 5309 Kenneth Ave, Carmichael, CA 95608
- Ralph Richardson, 4848 Collage Way, Carmichael, CA 95608
- Skycrest, 5641 Mariposa Ave, Citrus Heights, CA 95610
- Sunrise, 7322 Sunrise Blvd, Citrus Heights, CA 95610

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

- a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and
- b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in- patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

FISCAL YEAR 2026-27

CONTRACTOR NAME  
San Juan Unified School District

VENDOR ID NUMBER  
6744

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE  
Rebecca Marsolais, Director II ECE/Expanded Learning

SIGNATURE



DATE

10/17/2025

## California State Preschool Program Agency Information Certification

I certify, as the authorized representative of the agency listed below, I have reviewed all the information for and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

Executive Director/Superintendent information  
Program Director information  
Sites and Licenses and/or Office information  
Family Childcare Home summary information

To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for as of the date this certification was signed.

  
\_\_\_\_\_  
Program Director/Authorized Representative Signature

10/17/25  
\_\_\_\_\_  
Date Signed

Rebecca Marsolais  
\_\_\_\_\_  
Printed Name of Program Director/Authorized Representative

**Name of Agency User Generating Certification:** Stephanie Mejia Skrabec

**Date Generated:** 10/13/2025

**Assigned Program Quality Implementation Consultant:** Cassandra Lewis

# San Juan Unified

County	Sacramento
District	San Juan Unified <a href="#">List of active district's schools</a>
CDS Code	34 67447 0000000
District Address	3738 Walnut Ave. Carmichael, CA 95608-3056 <a href="#">Google Map</a> 
Mailing Address	PO Box 477 Carmichael, CA 95609-0477
Phone Number	(916) 971-7700
Fax Number	(916) 971-7070
Email	<a href="mailto:nroux@sanjuan.edu">nroux@sanjuan.edu</a>
Web Address	<a href="http://www.sanjuan.edu">www.sanjuan.edu</a> 
Superintendent	Melissa Bassanelli Superintendent <a href="mailto:mbassanelli@sanjuan.edu">mbassanelli@sanjuan.edu</a>
Chief Business Official	Joel Ryan Chief Financial Officer (916) 971-7248 <a href="mailto:joel.ryan@sanjuan.edu">joel.ryan@sanjuan.edu</a>
Status	Active
District Type	Unified School District
Low Grade	P
High Grade	Adult
NCES/Federal District ID	0634620
CDS Coordinator (Contact for Data Updates)	Marea Touray (916) 971-7200 <a href="#">Request Data Update(s)</a>
Last Updated	January 6, 2023

## Directory Disclaimer

The California School Directory and related public school and district data files (collectively referred to as the 'Directory'), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs)\* to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported and unverified, the Directory does not contain information for every LEA or school and the information that is in the Directory may be outdated or have errors, omissions, typos, and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA or school. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

\* Private school data are self-reported by private school owners/heads.

\* Charter school data are self-reported by their authorizing agency and/or the charter school.

---

**RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION**

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency’s current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2026–27. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2026–27 contract documents.

**RESOLUTION No. 4242**

BE IT RESOLVED that the Governing Board of San Juan Unified School District authorizes the person/s listed below to sign the FY 2026–27 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S
Rebecca Marsolais	Director II-ECE/Expanded Learning
Amberlee Townsend-Snider	Assistant Superintendent Elementary Education & Programs

PASSED AND ADOPTED THIS DATE, November 18, 2025, by the Governing Board of San Juan Unified School District of Sacramento County, in the State of California.

I, Manuel Perez, Clerk of the Governing Board, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk’s Signature) \_\_\_\_\_

Date \_\_\_\_\_

Required Attachments	Public Agency	Non-Public Agency	Check if Included
CSPP Program Calendar(s) (EED 9730)	Yes	Yes	<input checked="" type="checkbox"/>
California Civil Rights Laws Certification (CO-005)	Yes	Yes	<input checked="" type="checkbox"/>
Contractor Certification Clauses (CCC)	Yes	Yes	<input checked="" type="checkbox"/>
Federal Certification (CO.8)	Yes	Yes	<input checked="" type="checkbox"/>
CDMIS Agency Information Certification	Yes	Yes	<input checked="" type="checkbox"/>
State of California, Payee Data Record (STD. 204)	No	Yes	<input type="checkbox"/>
Payee Data Record Supplement (STD. 205)	No	Required only if payment address differs from mailing address on STD. 204	<input type="checkbox"/>
Secretary of State certification or search results	No	Yes	<input type="checkbox"/>
Verification of LEA Name and Address: Information page printed from California School Directory web page or California Community College Chancellor's web page, as applicable	LEAs only	No	<input checked="" type="checkbox"/>
Program Narrative Change (EED 3704A)	Required only if requesting changes	Required only if requesting changes	<input type="checkbox"/>
Subcontract Certification (EED 3704B)	Required only if subcontracting	Required only if subcontracting	<input type="checkbox"/>
Contractor's Officers and Board of Directors Information	No	Yes	<input type="checkbox"/>
Authorizing Board Resolution	Yes	As applicable	<input type="checkbox"/>
Application for License Exemption	Required only from LEAs applying to renew exemption from licensure pursuant to <i>Health &amp; Safety Code</i> Section 1596.792(o).	No	<input type="checkbox"/>

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

**AGENDA ITEM:** E.7

**MEETING DATE:** 11/18/2025

**SUBJECT:** Joint Resolution with Folsom Cordova Unified School District on Transfers

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board adopt Resolution No. 4218, a joint resolution between the San Juan Unified School District and the Folsom Cordova Unified School District, as amended.

**RATIONALE/BACKGROUND:**

The board approved Resolution No. 4218 on October 14, 2025. On November 6, 2025, the Folsom Cordova Unified School District (FCUSD) Board of Education approved the joint resolution. However, due to a technical oversight, the FCUSD approved version included a different date for the initial duration of the resolution. San Juan Unified Resolution No. 4218 has been amended to match the language approved by FCUSD. The only substantive change being item number six, stating that the initial duration of the joint resolution shall be through June 30, 2029.

This joint resolution addresses school attendance options for students residing in a specific area of Folsom known as American River Canyon South, which falls within San Juan Unified boundaries. Recognizing that families in this unique geographic zone value educational choice and have historically attended schools in both districts, this resolution aims to provide clarity and a cooperative process for interdistrict transfers.

The resolution stipulates that students whose primary residence is within the incorporated city limits of Folsom and also within the established San Juan Unified attendance boundaries are eligible. Under this agreement, the FCUSD agrees to accept interdistrict transfer requests from these eligible students to attend its schools, provided there is available space at the requested school and grade level, in line with FCUSD's open enrollment policies. Concurrently, San Juan Unified commits to approving all outgoing interdistrict transfer requests from these eligible students who wish to attend FCUSD schools.

The responsibility for transporting students who transfer under this resolution will fall to their parents or guardians, unless otherwise dictated by law or district policy. This agreement is set to take effect on January 1, 2026, and will remain in force indefinitely unless formally modified or rescinded by the governing boards of both school districts.

**ATTACHMENT(S):**

2. [Amended Resolution No. 4218](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 10/14/2025

Superintendent's Cabinet: 08/18/2025, 10/06/2025, 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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



**PURSUANT TO EDUCATION CODE SECTION (S) 46600-46610, A JOINT RESOLUTION OF THE GOVERNING BOARDS OF THE SAN JUAN UNIFIED SCHOOL DISTRICT AND THE FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT REGARDING STUDENT TRANSFERS FOR RESIDENTS OF THE CITY OF FOLSOM WITHIN THE SAN JUAN UNIFIED SCHOOL DISTRICT BOUNDARIES**

**Purpose:** This resolution is intended to promote transparency and cooperation between districts, provide certainty for families in American River Canyon South, and ensure efficient processing of interdistrict transfer requests in accordance with state law.

**WHEREAS,** a portion of the City of Folsom, commonly known as American River Canyon South and located west of American River Canyon Drive, lies within the attendance boundaries of the San Juan Unified School District, while the remainder of the City of Folsom is served by the Folsom Cordova Unified School District; and

**WHEREAS,** both the San Juan Unified School District and the Folsom Cordova Unified School District are committed to providing academic options best suited to student interests and needs; and

**WHEREAS,** both districts recognize that families residing in this unique geographic area value educational options and have historically exercised choice, with students from this area attending schools in both the San Juan Unified School District and the Folsom Cordova Unified School District; and

**WHEREAS,** the adoption of this joint resolution will provide clarity for students and their families residing within the city limits of Folsom and the San Juan Unified School District regarding their options for school attendance; and

**WHEREAS,** both districts desire to establish a clear and cooperative process for interdistrict transfers for these specific students.

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of the San Juan Unified School District and the Governing Board of the Folsom Cordova Unified School District, jointly, as follows:

1. Student Eligibility: This resolution applies to students whose primary residence as verified by district documentation (e.g., utility bill, lease agreement) is located within the incorporated city limits of Folsom AND within the established attendance boundaries of the San Juan Unified School District, specifically the neighborhood known as “American River Canyon South”
2. Acceptance of Transfers by Folsom Cordova Unified School District: The Folsom Cordova Unified School District agrees to accept transfer requests from families defined in Paragraph 1 as if they were resident students for purposes of placement at Carl H. Sundahl Elementary, Sutter Middle School, and Folsom High School. These students will be subject to space availability and the timelines established by FCUSD’s enrollment and open enrollment policies. Though technically interdistrict transfers, these students shall be afforded the same enrollment priority and treatment as resident students at the designated schools.
3. Approval of Transfers by San Juan Unified School District: The San Juan Unified School District agrees to approve all outgoing interdistrict transfer requests for eligible students, as defined in paragraph 1, who wish to attend schools within the Folsom Cordova Unified School District.
4. Transportation: Transportation for students transferring under this resolution will be the responsibility of the student's parents or guardians, unless otherwise determined by law or district policy.
5. Effective Date: ~~This~~ After adoption by both districts, this Joint Resolution shall take effect on January 1, 2026.
6. Duration and Amendment: This Joint Resolution shall remain in full force and effect until June 30, ~~2029~~2030, and shall automatically renew for additional five-year terms unless either board takes action to rescind the agreement and notify the other board in writing at least a year prior to the termination date of its intent not to renew.
7. Termination: In the event either party terminates this Agreement pursuant to Section 6, any impacted students shall remain enrolled in their then-current district of attendance until the end of the school year in which the termination is effective. Absent a new agreement between the parties, enrollment for subsequent years shall revert to the student’s district of residence.

Attested to this  
18<sup>th</sup> day of ~~November~~ October 2025

\_\_\_\_\_  
Ben Avey, President

\_\_\_\_\_  
Zima Creason, Member

\_\_\_\_\_  
Trent Allen, Acting ~~Melissa Bassanelli~~, Superintendent of Schools

\_\_\_\_\_  
Tanya Kravchuk, Vice President

\_\_\_\_\_  
Nick Bloise, Member

\_\_\_\_\_  
Manuel Perez, Clerk

\_\_\_\_\_  
Abid Stanekzai, Member

**SUBJECT: Elementary 2024-2025 End of Year Data Summary (Dale) - 7:20 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

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

**RATIONALE/BACKGROUND:**

This report is the second in a series of three examining district performance on the end-of-year data for the 2024-25 school year. Following the Oct. 28 report on secondary data, this item focuses on the performance of San Juan Unified students in elementary and K-8 schools.

Data is used to inform equity-driven continuous improvement work as the district focuses on outcomes for targeted student groups, and more broadly, all students in San Juan Unified. This presentation celebrates schools that have shown progress in CAASPP, suspension and chronic absenteeism while highlighting some of the strategies schools have used to achieve these results. The summative data reports show small gains in CAASPP English language arts (ELA) and declines in CAASPP mathematics. The data review also shows improvement in chronic absenteeism rates and suspensions at elementary and K-8 schools.

**ATTACHMENT(S):**

1. [Presentation](#)
2. [2024-25 Preliminary CAASPP ELA DFS Summary Spring Elementary & K-8](#)
3. [2024-25 CAASPP ELA Summary Spring Elementary & K-8](#)
4. [2024-25 Preliminary CAASPP Math DFS Summary Spring Elementary & K-8](#)
5. [2024-25 CAASPP Math Summary Spring Elementary & K-8](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**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  
Trent Allen, Acting Superintendent of Schools



# Board of Education

## 2024-25

# End of Year Data Summary for Elementary (TK-5, TK-6, TK-8) Schools

## November 18, 2025



## 2024-25 END OF YEAR DATA SUMMARY

- English Language Arts (ELA)
- Mathematics
- Chronic Absenteeism
- Suspension

## Elementary (TK-5, TK-6, TK-8) Schools CAASPP Growth (Preliminary)

Growth



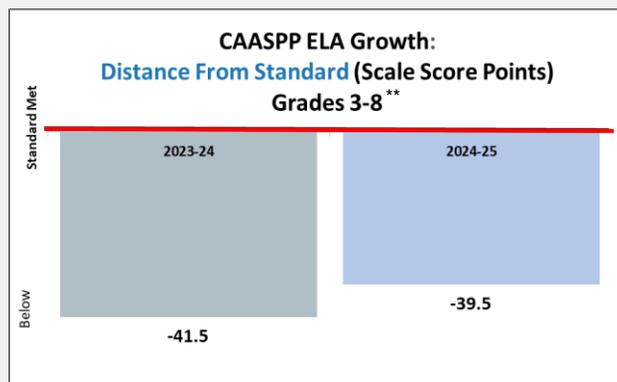
**Growth: Distance from Standard (DFS)**

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

3

3

## ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS ELA CAASPP\* DISTANCE FROM STANDARD (Preliminary)



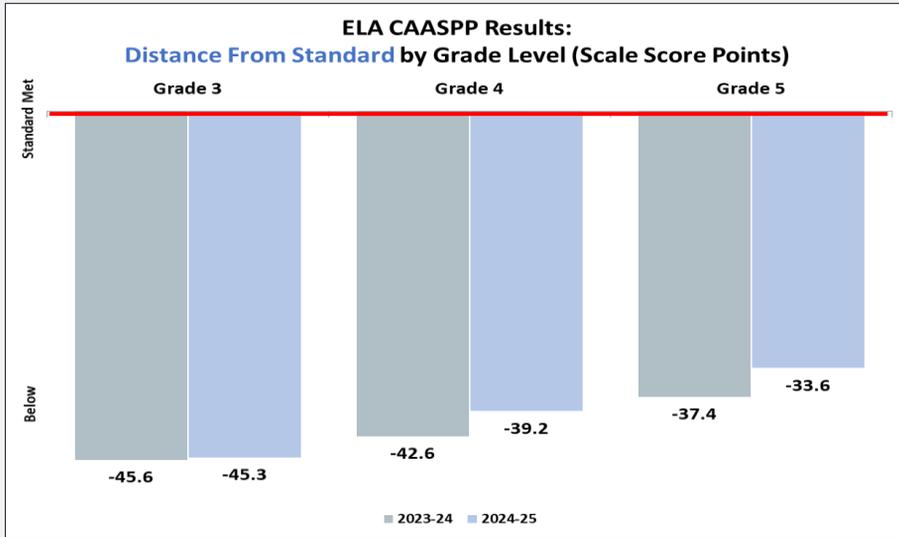
\*California Assessment of Student Performance and Progress (CAASPP)

\*\*Not representative of traditional middle school grades 6-8

4

4

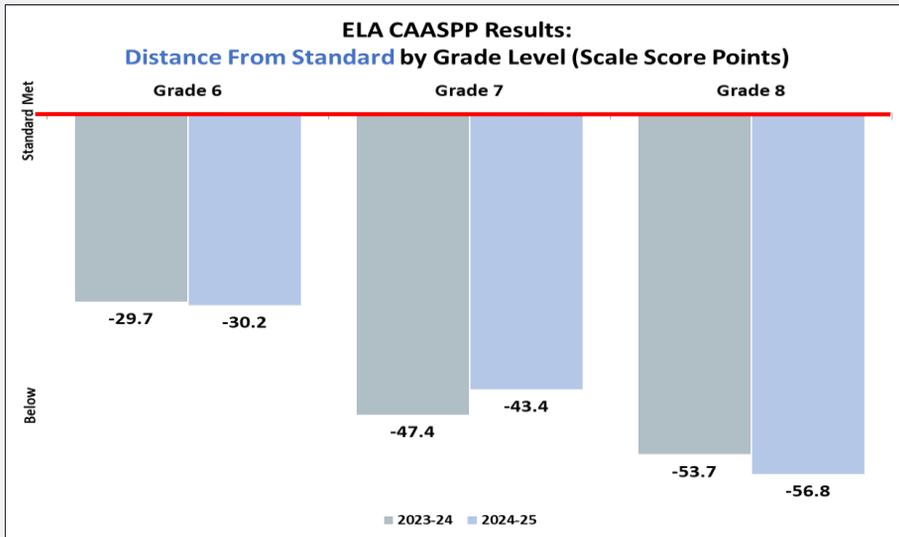
## ELA CAASPP BY ELEMENTARY (GRADES 3-5) SCHOOL GRADE LEVELS: DISTANCE FROM STANDARD (Preliminary)



5

5

## ELA CAASPP BY ELEMENTARY (GRADES 6-8) SCHOOL GRADE LEVELS: DISTANCE FROM STANDARD (Preliminary)



6

6



## ELA CAASPP STUDENT GROUP GROWTH: DISTANCE FROM STANDARD ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS (Preliminary)

Student Groups	2023-24	2024-25	Change	Student Count
Filipino	15.9	16.9	↑ +1.0	75
Two or More Races	-17.1	-16.4	↑ +0.7	810
White	-22.6	-20.4	↑ +2.2	4,572
Hispanic	-52.2	-50.0	↑ +2.2	2,790
Socioeconomically Disadvantaged	-66.7	-63.9	↑ +2.8	6,748
American Indian	-50.5	-65.7	↓ -15.2	39
Asian	-81.9	-76.6	↑ +5.3	1,340
Foster Youth	-88.9	-78.6	↑ +10.3	16
Pacific Islander	-67.6	-81.8	↓ -14.2	71
African American	-90.0	-87.9	↑ +2.1	558
English Learners	-92.7	-91.1	↑ +1.6	3,204
Students with Disabilities	-106.7	-93.2	↑ +13.5	1,743
Homeless	-93.3	-95.6	↓ -2.3	501
Long Term English Learners	-113.5	-118.4	↓ -4.9	93

District  
Average

-39.5

### Icon Legend



Increased scale  
score points



Decreased scale  
score points

7

7

## ELA GROWTH: DISTANCE FROM STANDARD ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



### Improved Significantly

Cottage: 21.4 points

Twin Lakes: 21.5 points

Albert Schweitzer: 18.6 points

Carmichael: 16.6 points

Arlington Heights: 16.1 points

Lichen K-8: 15 points

### Improved

Oakview Community: 14.1 points

Dyer-Kelly: 13.5 points

Pasadena Avenue: 12.8 points

Earl LeGette: 12.5 points

Mission Ave Open: 10.3 points

Starr King: 9.8 points

Cameron Ranch: 9.1 points

Harry Dewey: 8.2 points

Ottomon Way: 5.9 points

Mariemont: 5.2 points

Trajan: 4.7 points

Howe Avenue: 3.8 points

### Improvement

(CA Dashboard Metrics)

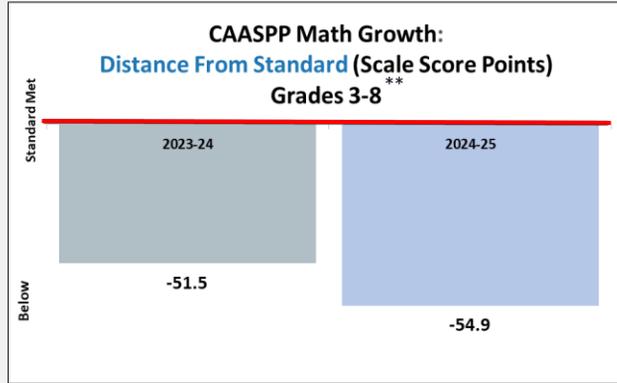
Significant Growth = increase  
by +15 points or more

Growth = increase by +3.0  
to 14.9 points

8

8

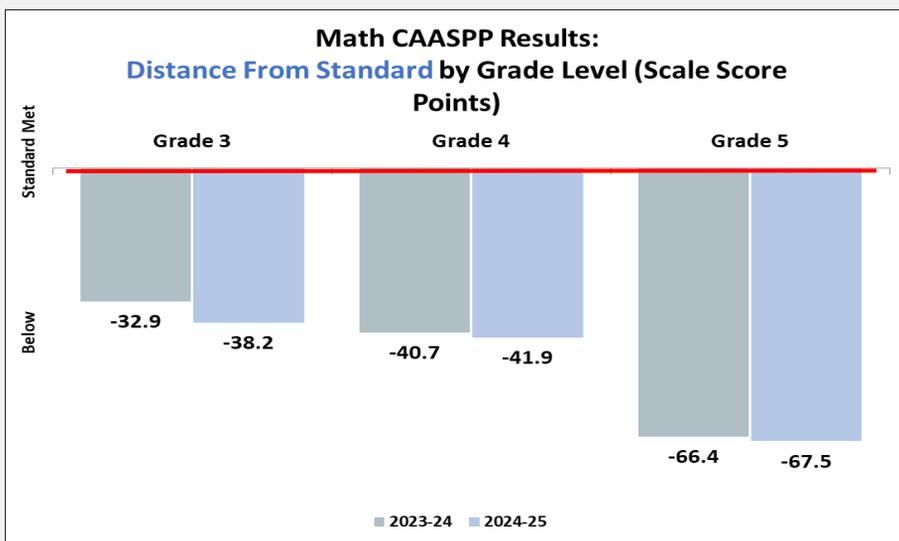
# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS MATH CAASPP\* DISTANCE FROM STANDARD (Preliminary)



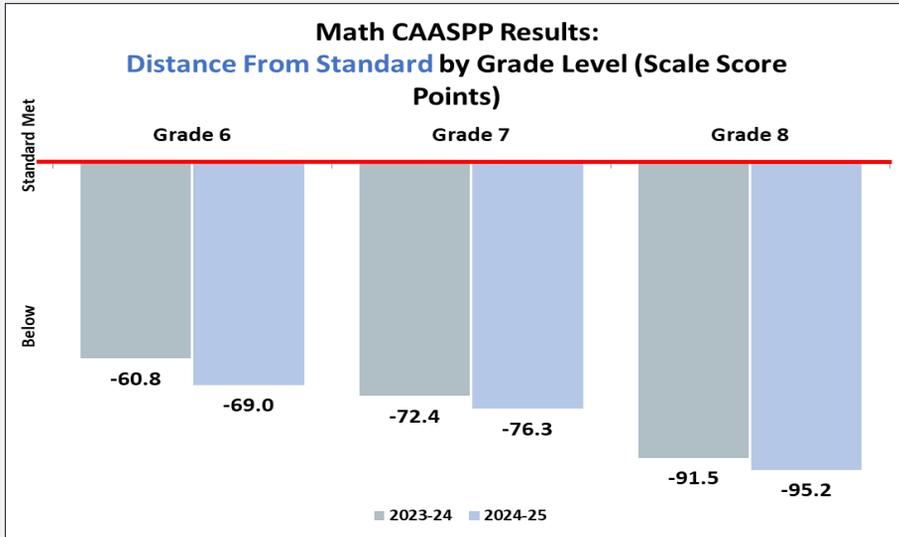
\*California Assessment of Student Performance and Progress (CAASPP)

\*\*Not representative of traditional middle school grades 6-8

# MATH CAASPP BY ELEMENTARY (TK-5, TK-6, TK-8) SCHOOL GRADE LEVELS: DISTANCE FROM STANDARD (Preliminary)



## MATH CAASPP BY ELEMENTARY (TK-5, TK-6, TK-8) SCHOOL GRADE LEVELS DISTANCE FROM STANDARD (Preliminary)



11

11

## MATH CAASPP STUDENT GROUP GROWTH: DISTANCE FROM STANDARD ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS (Preliminary)



Student Groups	2023-24	2024-25	Change	Student Count
Filipino	-13.0	-2.9	↑ +10.1	75
White	-27.9	-32.5	↓ -4.6	4,570
Two or More Races	-35.2	-40.1	↓ -4.9	810
Hispanic	-65.6	-69.2	↓ -3.6	2,788
Socioeconomically Disadvantaged	-75.3	-78.0	↓ -2.7	6,751
Foster Youth	-81.7	-80.9	↑ +0.8	16
Asian	-86.8	-84.7	↑ +2.1	1,340
English Learners	-91.2	-93.1	↓ -1.9	3,204
American Indian	-85.5	-94.0	↓ -8.5	40
Students with Disabilities	-113.8	-110.1	↑ +3.7	1,745
Pacific Islander	-76.1	-110.4	↓ -34.3	71
Homeless	-105.2	-114.2	↓ -9.0	502
African American	-114.2	-115.1	↓ -0.9	558
Long Term English Learners	-156.2	-169.5	↓ -13.3	93

District Average

-54.9

### Icon Legend

<span style="color: green;">●</span>	Increased scale score points
<span style="color: red;">●</span>	Decreased scale score points

12

12

# MATH GROWTH: DISTANCE FROM STANDARD ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



## Improved Significantly

Pasadena Avenue: 16.5 points

## Growth

- Cottage: 14.4 points
- Arlington Heights: 9.7 points
- Mission Ave. Open: 8.5 points
- Carriage Drive: 8.2 points
- Trajan: 8 points
- Ottomon Way: 6.4 points
- Earl LeGette: 4.3 points
- Twin Lakes: 3.4 points
- Carmichael: 3.2 points

### Improvement (CA Dashboard Metrics)

Significant Growth = increase  
by +15 points or more

Growth = increase by +3.0  
to 14.9 points

13

13

# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOL CAASPP STATUS



## Status



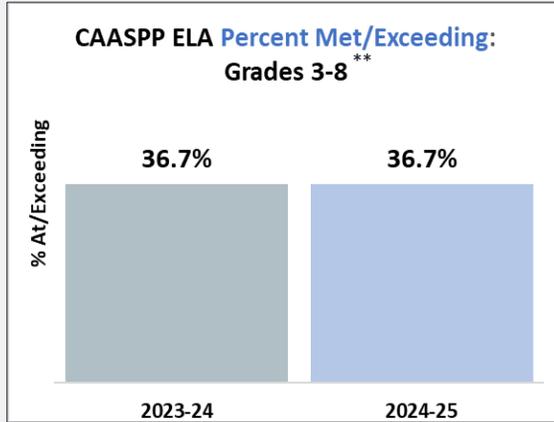
Status: Standard Met

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

14

14

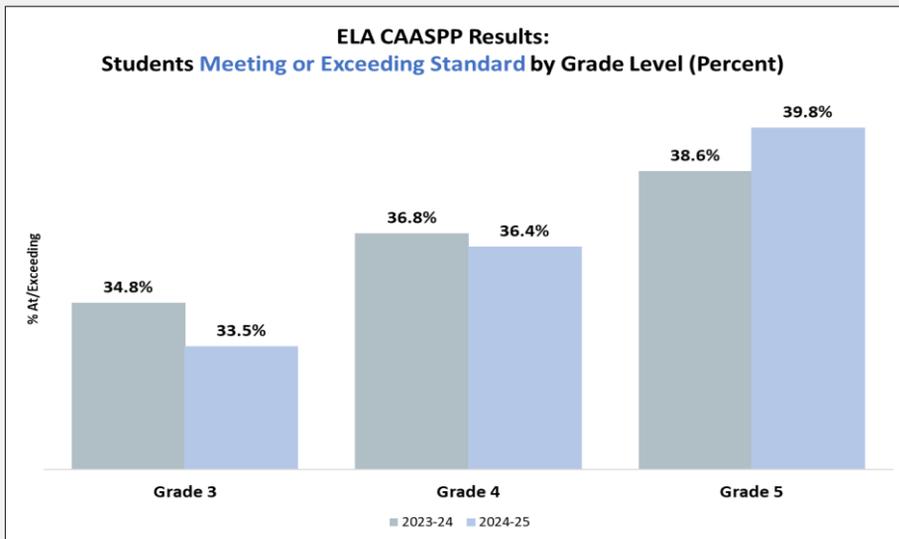
# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS ELA CAASPP\* PERCENT MET/EXCEEDED



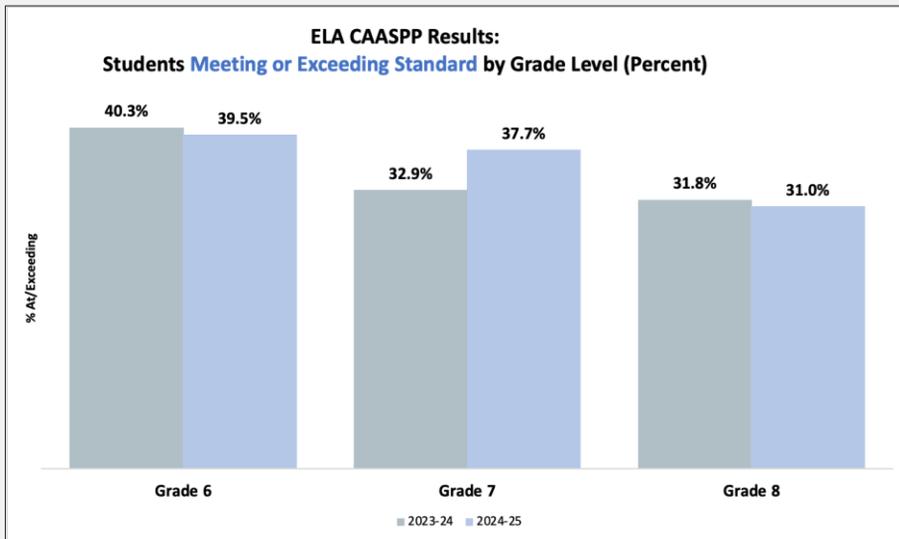
\*California Assessment of Student Performance and Progress (CAASPP)

\*\*Not representative of traditional middle schools in the 6-8 scores

# ELEMENTARY (GRADES 3-5) SCHOOLS ELA CAASPP BY GRADE LEVEL PERCENT MET/EXCEEDED



## ELEMENTARY (GRADES 6-8) SCHOOLS ELA CAASPP BY GRADE LEVEL PERCENT MET/EXCEEDED



17

17

## ELA CAASPP STUDENT GROUP STATUS: PERCENT MET/EXCEEDED ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



Student Groups	2023-24	2024-25	Change	Student Count
Filipino	57.9%	57.1% <span style="color: red;">●</span>	↓ -0.8	77
Two or More Races	44.0%	46.3% <span style="color: green;">●</span>	↑ +2.3	845
White	44.7%	44.7% <span style="color: yellow;">●</span>	— 0.0	4,669
Hispanic	31.9%	31.8% <span style="color: red;">●</span>	↓ -0.1	2,867
Socioeconomically Disadvantaged	27.3%	26.4% <span style="color: red;">●</span>	↓ -0.9	6,976
Pacific Islander	22.2%	23.0% <span style="color: green;">●</span>	↑ +0.8	74
Asian	23.6%	22.8% <span style="color: red;">●</span>	↓ -0.8	1,458
American Indian	31.1%	22.5% <span style="color: red;">●</span>	↓ -8.6	40
African American	16.9%	18.6% <span style="color: green;">●</span>	↑ +1.7	606
Students with Disabilities	17.4%	17.7% <span style="color: green;">●</span>	↑ +0.3	1,556
Foster Youth	13.3%	17.4% <span style="color: green;">●</span>	↑ +4.1	23
Homeless	16.1%	17.2% <span style="color: green;">●</span>	↑ +1.1	535
English Learners	5.4%	6.5% <span style="color: green;">●</span>	↑ +1.1	2,583
Long Term English Learners	5.7%	3.2% <span style="color: red;">●</span>	↓ -2.5	93

District  
Average

36.7%

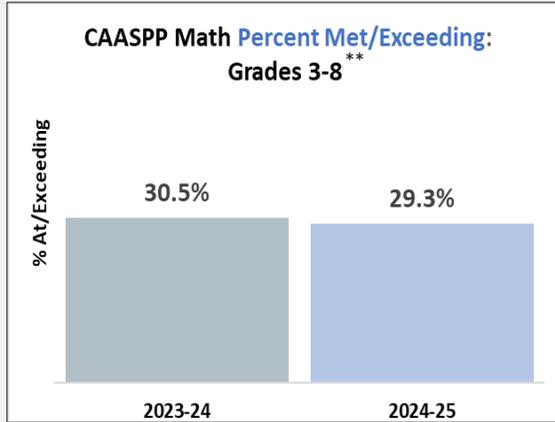
### Icon Legend

<span style="color: green;">●</span>	Increased vs. 2023-24
<span style="color: red;">●</span>	Decreased vs. 2023-24
<span style="color: yellow;">●</span>	No change

18

18

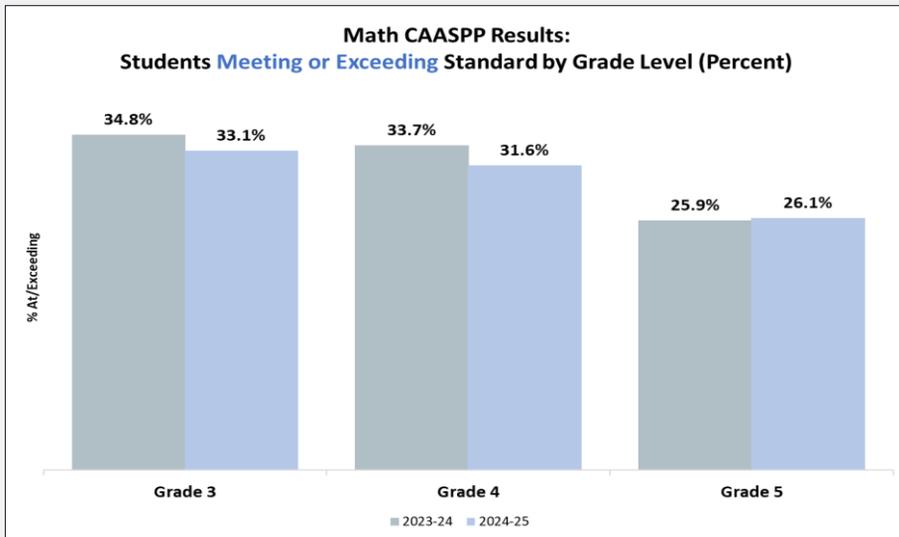
# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS MATH CAASPP\* PERCENT MET/EXCEEDED



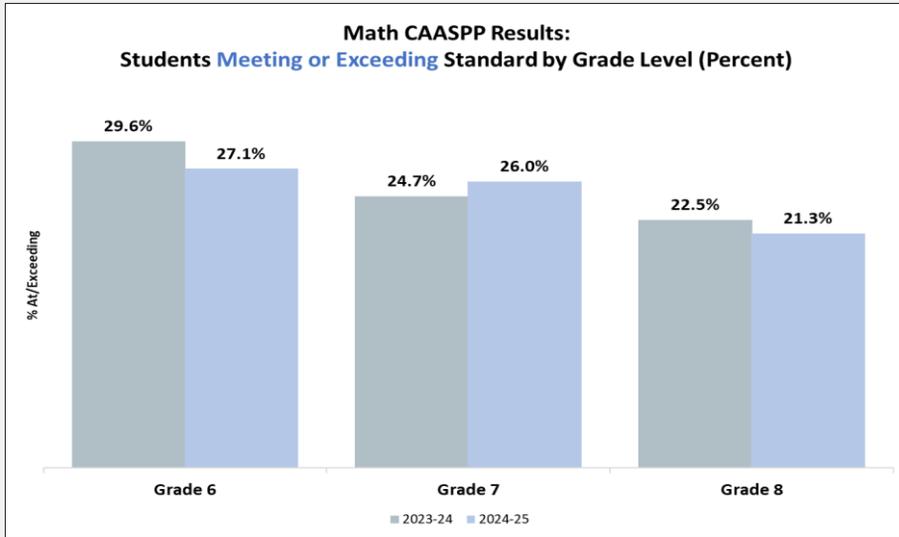
\*California Assessment of Student Performance and Progress (CAASPP)

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

# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS MATH CAASPP BY GRADE LEVEL: PERCENT MET/EXCEEDED



## ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS MATH CAASPP BY GRADE LEVEL: PERCENT MET/EXCEEDED



21

21

## MATH CAASPP STUDENT GROUP STATUS: PERCENT MET/EXCEEDED ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



Student Groups	2023-24	2024-25	Change	Student Count
Filipino	32.1%	51.9%	↑ +19.8	77
White	39.0%	38.4%	↓ -0.6	4,819
Two or More Races	37.5%	35.6%	↓ -1.9	855
Hispanic	24.5%	22.4%	↓ -2.1	2,894
Socioeconomically Disadvantaged	22.2%	20.3%	↓ -1.9	7,382
Asian	20.2%	18.5%	↓ -1.7	1,713
Pacific Islander	15.9%	16.0%	↑ +0.1	75
Students with Disabilities	15.2%	14.0%	↓ -1.2	1,556
Foster Youth	6.7%	13.0%	↑ +6.3	23
African American	10.1%	11.4%	↑ +1.3	606
American Indian	24.4%	9.8%	↓ -14.6	41
Homeless	11.5%	9.7%	↓ -1.8	558
English Learners	6.8%	7.3%	↑ +0.5	3,045
Long Term English Learners	3.4%	1.1%	↓ -2.3	93

District Average

29.3%

### Icon Legend



Increased vs. 2023-24



Decreased vs. 2023-24

22

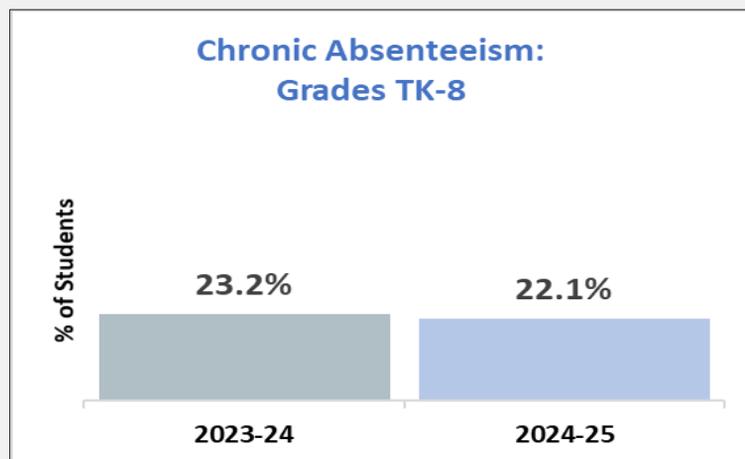
22

# ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS CHRONIC ABSENTEEISM

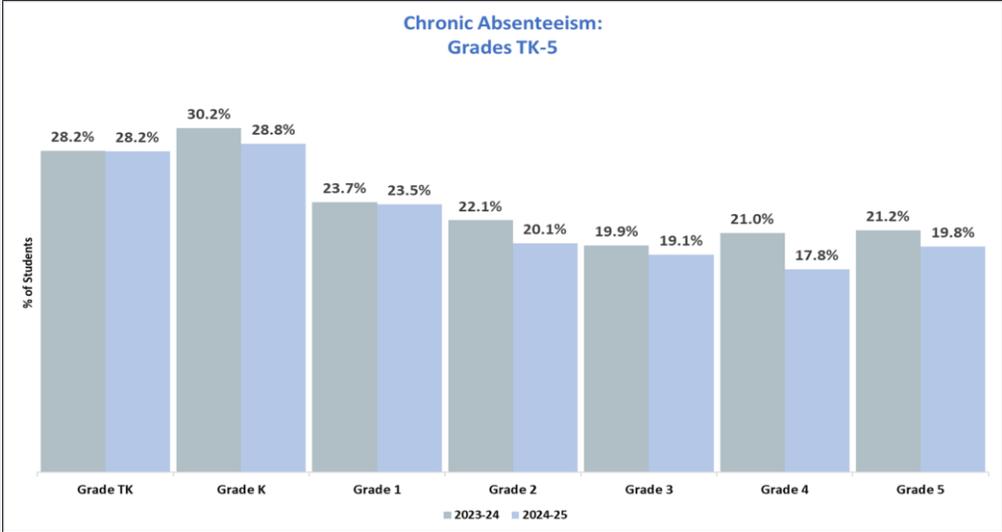
*Overall and Student Groups*

*\*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: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS

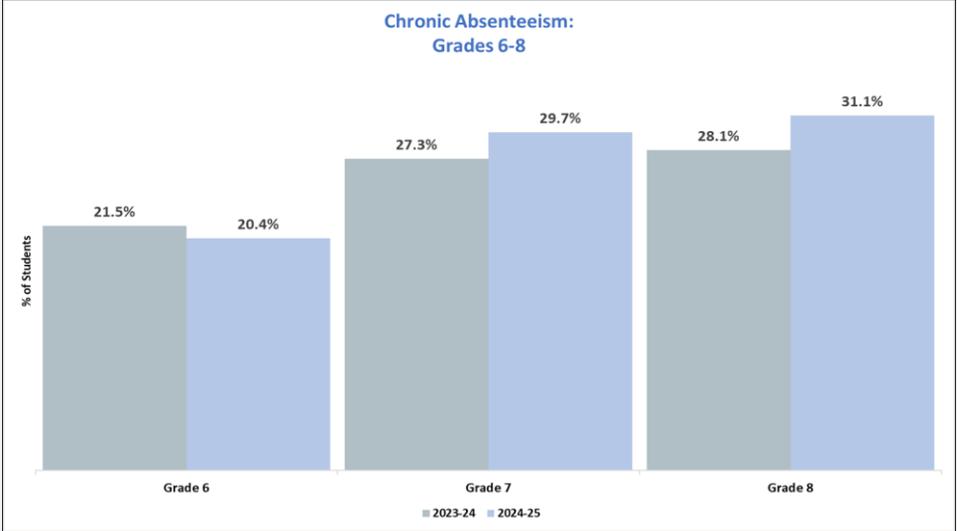


# CHRONIC ABSENTEEISM: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



25

# CHRONIC ABSENTEEISM: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



26

# CHRONIC ABSENTEEISM: ELEMENTARY (TK-5, TK-6, TK-8) STUDENT GROUPS



Student Groups	2023-24	2024-25	Change	Student Count
Filipino	13.1%	12.3%	↓ -0.8	130
White	19.4%	16.6%	↓ -2.8	9,409
Asian	21.5%	17.8%	↓ -3.7	3,424
English Learners	25.3%	22.4%	↓ -2.9	5,605
Two or More Races	24.8%	24.2%	↓ -0.6	1,896
Long Term English Learner	32.3%	25.0%	↓ -7.3	96
Students with Disabilities	27.8%	26.0%	↓ -1.8	4,254
Hispanic	26.2%	26.9%	↑ +0.7	5,678
Socioeconomically Disadvantaged	44.8%	27.0%	↓ -17.8	8,071
American Indian	28.9%	39.1%	↑ +10.2	69
Foster Youth	27.7%	41.8%	↑ +14.1	91
Pacific Islander	40.0%	44.7%	↑ +4.7	159
African American	37.5%	45.0%	↑ +7.5	1,341
Homeless	44.8%	46.6%	↑ +1.8	1,181

District Average

22.1%

### Icon Legend

	Decreased vs. 2023-24
	Increased vs. 2023-24

27

27

# CHRONIC ABSENTEEISM: ELEMENTARY SCHOOLS REDUCING



## Improved Significantly

- Oakview Community: -8.3%
- Ottoman Way: -7.9%
- Howe Avenue: -6.2%
- Arlington Heights: -5.9%
- Carmichael Elementary: -5.8%
- Pasadena Elementary: -5.2%
- Dyer-Kelly: -4.6%
- Northridge: -4.5%
- Cottage: -4.3%
- Green Oaks: -3.5%
- Kingswood: -3.3%
- Twin Lakes: -3.0%
- Starr King: -3.0%

## Improved

- Cameron Ranch: -2.1%
- Thomas Edison: -1.1%
- Greer: -1.0%
- Mariemont: -0.8%
- Mary Deterding: -0.7%

### Improvement

(CA Dashboard Metrics)

Significant Improvement = decrease by 3% or more

Improvement = decrease of chronic absenteeism by  $\geq 0.5$  to 2.9 percentage points

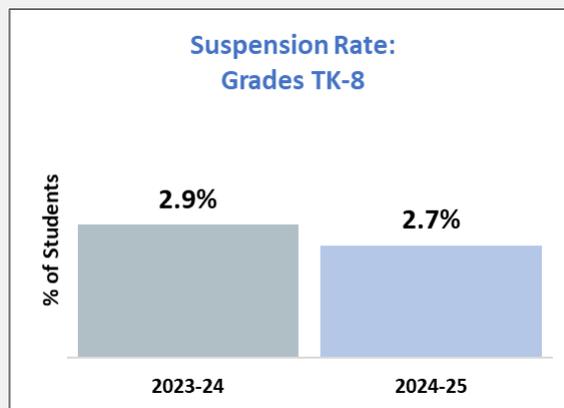
28

28

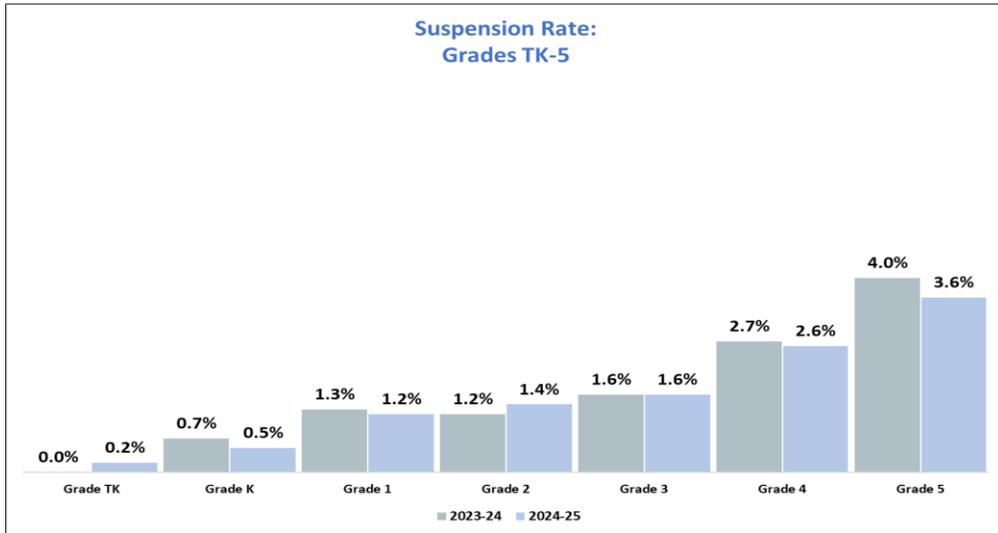
# ELEMENTARY (TK-5, TK-6, TK-8) SUSPENSIONS

*Overall and Student Groups*

## SUSPENSION: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



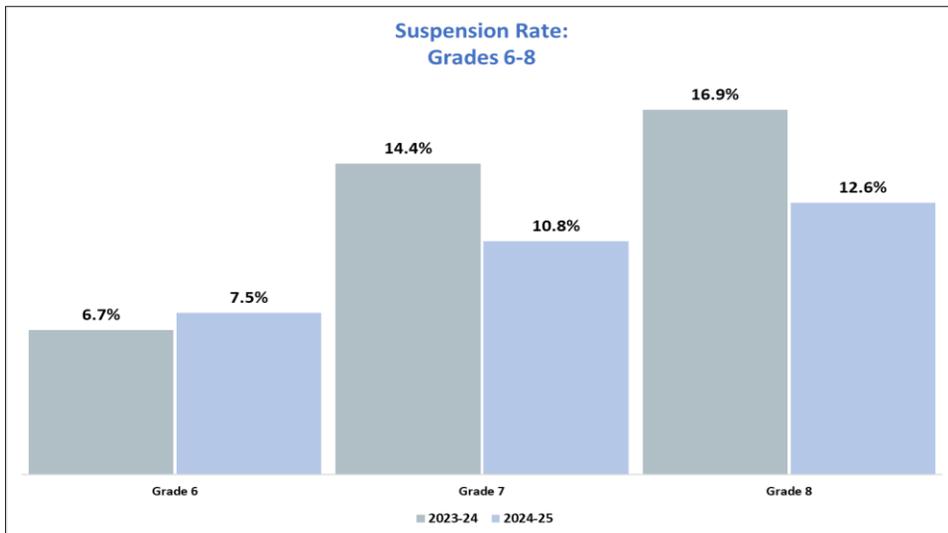
## SUSPENSION: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



31

31

## SUSPENSION: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS



32

32

# SUSPENSION: ELEMENTARY (TK-5, TK-6, TK-8) STUDENT GROUPS



Student Group	2023-24	2024-25	Change	Student Count
Filipino	3.4%	0.7%	↓ -2.7	130
Pacific Islander	1.3%	1.3%	— 0.0	159
Asian	2.1%	2.2%	↑ +0.1	3,424
English Learners	2.1%	2.3%	↑ +0.2	5,604
White	2.5%	2.4%	↓ -0.1	9,404
Hispanic	2.8%	2.6%	↓ -0.2	5,676
Two or More Races	3.2%	2.9%	↓ -0.3	1,855
Students with Disabilities	3.7%	3.9%	↑ +0.2	4,254
Socioeconomically Disadvantaged	3.3%	3.9%	↑ +0.6	8,068
American Indian	4.4%	5.9%	↑ +1.5	69
Homeless	5.6%	5.9%	↑ +0.3	1,179
African American	7.3%	6.6%	↓ -0.7	1,341
Foster Youth	7.0%	12.1%	↑ +5.1	91
Long Term English Learner	11.1%	12.5%	↑ +1.4	96

District Average

2.7%

Icon Legend	
	Decreased vs. 2023-24
	Increased vs. 2023-24
	No change

33

33

# SUSPENSION: ELEMENTARY (TK-5, TK-6, TK-8) SCHOOLS REDUCING

## Improved Significantly

- Kingswood: -8.0%
- Gold River: -5.2%
- Starr King: -4.1%
- Thomas Edison: -2.3%
- Carriage: -2.0%

## Improved

- Lichen: -1.6%
- Woodside: -0.9%
- Harry Dewey: -0.8%
- Trajan: -0.7%
- Earl LeGette: -0.7%
- Orangevale Open: -0.7%
- Mission Ave. Open: -0.6%
- Del Dayo: -0.5%
- Mary Deterding: -0.3%

### Improvement

(CA Dashboard Metrics)

Significant Improvement = decrease by 2% or more

Improvement = decrease by 0.3% to 1.9%

34

34

# BOARD QUESTIONS & COMMENTS

2024-25 ELA Preliminary Elementary & K-8 CAASPP Results: Distance from Standard Met

Site	Distance From Standard Met																					
	All	3	4	5	6	7	8	AA	AI	AS	FI	HISP	PI	TOM	White	EL	RFEP	FY	HM	LTEL	SED	SWD
District	-39.5	-45.3	-39.2	-33.6	-30.2	-43.4	-56.8	-87.9	-65.7	-76.6	16.9	-50.0	-81.8	-16.4	-20.4	-91.1	-4.2	-78.6	-95.6	-118.4	-63.9	-93.2
Population	10,257	2,690	2,726	2,783	1,059	489	510	558	39	1,340	75	2,790	71	810	4,572	3,204	1,204	16	501	93	6,748	1,743
<b>Elementary</b>																						
Albert Schweitzer Elementary	-48.5	-50.6	-30.2	-65.5	-	-	-	-167.8	-	-104.3	-189.0	-45.0	-92.5	-7.8	-42.0	-98.1	-4.6	-	-128.3	-	-65.8	-104.8
Arlington Heights Elementary	-62.6	-84.6	-69.9	-29.3	-	-	-	-68.9	-108.8	3.3	76.5	-65.7	-	-60.0	-69.5	-59.2	-2.8	-	-173.6	-	-73.1	-134.4
Cambridge Heights Elementary	14.2	13.7	1.6	27.6	-	-	-	-49.7	3.5	3.8	-	21.6	-	32.9	9.1	-58.5	22.3	-	-	-	0.3	-21.0
Cameron Ranch Elementary	-70.6	-76.7	-81.3	-57.8	-	-	-	-35.3	-186.0	-76.3	-27.0	-49.7	-134.5	-41.1	-101.0	-106.3	23.9	-	-82.7	-	-71.5	-125.3
Carmichael Elementary	-62.4	-99.5	-49.5	-54.1	-	-	-	-161.4	-650.0	-44.9	-	-67.5	-	-77.6	-50.9	-72.5	12.6	-	-70.8	-	-64.4	-136.7
Carriage Drive Elementary	-52.0	-39.3	-59.6	-57.1	-	-	-	-64.5	-	-61.1	9.3	-52.7	-65.0	-84.0	-49.5	-93.6	-43.3	-26.0	-63.8	-	-58.0	-106.5
Charles Peck Elementary	-68.2	-66.6	-88.1	-51.8	-	-	-	-40.0	-	-107.4	-	-80.1	-54.0	-26.9	-56.0	-100.7	-13.2	-	-70.1	-	-84.4	-98.0
Cottage Elementary	-72.5	-69.0	-77.0	-72.3	-	-	-	-22.6	-121.0	-88.1	-	-63.1	-54.0	-56.1	-66.7	-81.7	-28.5	-	-66.7	-	-76.2	-105.1
Coyle Avenue Elementary	-98.5	-97.4	-90.3	-107.7	-	-	-	-159.1	-80.0	-132.0	-12.0	-84.1	-139.5	-85.3	-108.3	-121.5	-9.7	-96.5	-115.4	-	-100.0	-137.6
Del Dayo Elementary	6.9	-16.5	0.3	33.0	12.0	-	-	-14.0	-	-2.4	23.0	-4.6	37.0	-4.0	11.9	-36.2	60.7	-	-98.8	-	-3.8	-85.0
Del Paso Manor Elementary	-43.2	-28.6	-35.0	-54.6	-60.8	-	-	-98.6	-45.3	-61.4	54.3	-68.7	-100.5	26.9	-21.1	-97.8	11.0	-	-132.5	-125.3	-81.0	-166.6
Dyer-Kelly Elementary	-115.7	-103.6	-118.9	-125.8	-	-	-	-97.5	-95.0	-124.8	-	-99.4	-127.5	-106.3	-121.1	-122.0	-19.2	-	-143.8	-	-117.0	-156.2
Earl Legette Elementary	4.3	-20.7	8.4	14.7	13.5	-	-	-95.3	-	11.6	-7.5	18.9	-	-2.6	3.4	-34.0	16.1	-	-58.5	-48.0	0.4	-78.4
Grand Oaks Elementary	-66.2	-69.9	-59.7	-69.6	-	-	-	-66.0	-38.5	-102.8	-	-82.2	-90.0	-37.8	-51.2	-123.2	-0.9	-	-93.3	-	-74.7	-91.5
Green Oaks Fundamental Elementary	30.6	21.7	28.0	41.6	-	-	-	-	-	-3.3	56.0	48.5	-	23.9	28.4	-28.0	36.8	-	61.0	-	19.7	-31.6
Greer Elementary	-92.3	-103.0	-94.6	-80.5	-	-	-	-104.7	-204.0	-97.5	32.5	-93.4	-64.0	-52.8	-89.4	-111.4	-4.1	-	-96.1	-	-95.0	-107.9
Harry Dewey Fundamental Elementary	-18.4	2.3	-22.7	-39.4	-12.9	-	-	-119.7	104.0	-47.0	-	-34.0	-98.7	-20.7	-9.8	-69.7	13.6	-	-96.9	-107.0	-22.3	-69.6
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Howe Avenue Elementary	-104.3	-85.1	-98.5	-129.7	-	-	-	-134.6	-141.0	-97.4	-80.3	-108.5	2.0	-183.3	-96.6	-103.7	-15.0	-148.5	-146.4	-	-108.2	-176.0
James R. Cowan Fundamental Elementary	-13.7	-21.9	-16.7	57.3	-91.6	-	-	-88.2	-29.7	-67.1	88.5	-18.1	-152.3	-5.1	4.5	-82.8	49.4	-5.0	-95.9	-	-47.3	-39.1
Mariemont Elementary	33.1	16.8	38.6	46.2	-	-	-	-93.3	-	-7.3	42.0	12.4	-	40.6	45.1	-32.6	16.4	-	0.4	-	-2.6	-36.3
Mariposa Avenue Elementary	-81.5	-76.7	-84.2	-83.1	-	-	-	-80.9	-	-120.1	-	-87.0	-203.5	-76.6	-66.5	-120.7	14.8	-	-123.0	-	-90.9	-113.7
Mary Deterding Elementary	15.0	-2.5	39.3	31.9	-21.2	-	-	22.4	51.0	-8.0	-9.5	8.4	81.0	59.3	12.5	-67.5	28.7	-	-32.9	-162.5	-18.4	-23.6
Mission Avenue Open Elementary	-19.3	-29.0	-31.9	-6.0	-8.1	-	-	-90.5	-	-43.2	-2.0	-23.2	-	-28.4	-7.0	-54.9	-8.7	-	-62.3	-247.5	-32.7	-53.2
Northridge Elementary	-64.3	-53.2	-73.1	-42.8	-100.7	-	-	-89.3	-	-29.2	29.3	-84.9	-36.5	-76.4	-42.6	-104.7	-35.8	-83.7	-117.9	-153.8	-78.9	-106.2
Oakview Community Elementary	14.0	-7.9	26.3	30.0	-	-	-	15.0	-64.0	114.0	-	-0.3	-	20.5	17.8	-16.4	50.9	-6.0	-59.8	-	-2.2	-44.3
Ottomon Way Elementary	-43.4	-46.2	-41.5	-42.2	-	-	-	-122.7	-	-111.3	-3.7	-57.9	37.0	-46.3	-27.4	-80.7	-11.5	-	-48.8	-	-52.6	-94.7
Pasadena Avenue Elementary	-59.4	-28.6	-83.4	-59.4	-	-	-	-72.0	-	-64.4	-162.0	-65.2	-	-31.2	-53.5	-109.2	-10.7	-	-43.6	-	-68.8	-71.8
Pershing Elementary	30.4	24.2	34.5	45.4	7.2	-	-	34.5	77.5	135.9	100.2	-4.3	0.5	32.0	30.7	-23.4	64.8	-	-130.4	-107.0	6.4	-32.9
Skycrest Elementary	-63.1	-78.1	-77.9	-37.7	-	-	-	-125.4	-77.0	-79.9	-192.0	-57.1	-	-85.7	-57.0	-55.9	6.3	-	-37.0	-	-65.2	-135.6
Thomas Kelly Elementary	-84.3	-135.4	-42.4	-79.3	-	-	-	-79.0	-137.7	-69.1	10.0	-69.3	197.0	-85.9	-109.4	-118.0	-43.1	-	-54.5	-	-96.3	-156.5
Trajan Elementary	-11.2	-0.3	-28.4	-1.1	-	-	-	-156.8	-	61.8	0.0	-16.5	-	60.8	-18.4	-9.1	26.3	-	14.3	-	-29.2	-38.8
Twin Lakes Elementary	11.6	12.8	18.1	8.3	9.6	-	-	-52.0	-88.0	17.0	-	0.5	-	-12.3	17.0	-47.2	36.8	-	25.0	-89.5	-14.9	-56.0
Whitney Avenue Elementary	-96.6	-105.5	-93.9	-90.4	-	-	-	-142.4	-	-92.1	-84.0	-85.6	-91.0	-251.9	-77.8	-91.5	-26.4	-239.0	-113.0	-	-96.3	-166.9
<b>K-8</b>																						
Gold River Discovery Center K-8	4.5	13.7	-4.1	15.7	-0.2	8.5	-4.1	-36.7	-	20.2	8.5	-9.0	-11.5	29.6	5.6	-66.7	-9.3	-	-37.0	-140.7	-20.8	-39.8
Kingswood K-8	-70.4	-102.1	-70.1	-40.4	-43.2	-97.4	-75.7	-65.0	-124.8	-103.9	23.0	-73.6	-111.6	-70.1	-66.3	-84.3	-5.8	-	-91.0	-111.8	-75.4	-113.1
Lichen K-8	-39.6	-38.7	-36.3	-17.8	-64.7	-34.7	-42.7	-88.3	-	-71.3	94.4	-38.5	7.6	-55.4	-36.7	-73.2	-4.1	-	-99.0	-165.0	-54.7	-85.2
Orangevale Open K-8	-4.5	-22.1	16.6	12.5	-9.5	-19.5	-15.6	-93.0	-	30.0	121.0	-0.2	-	-5.8	-6.3	-36.0	11.6	-	-102.0	-140.3	-17.9	-144.7
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Oaks K-8	-42.3	-70.9	-9.8	-52.2	-36.4	-27.3	-51.7	-80.7	-	-46.0	38.7	-59.4	-192.3	22.6	-34.0	-94.9	-2.0	94.0	-69.6	-72.5	-67.1	-89.8
Starr King K-8	-99.4	-85.2	-126.4	-112.4	-56.4	-96.7	-116.7	-86.3	-	-118.1	-125.0	-67.8	-123.5	-73.8	-91.7	-113.0	-21.9	-	-113.5	-93.6	-105.5	-125.9
Thomas Edison Language Institute K-8	-64.1	-71.2	-85.9	-56.2	-64.6	-34.8	-64.8	-90.7	-	-83.5	-	-66.3	-79.0	-42.3	-34.7	-90.8	-22.5	-	-83.1	-124.5	-73.0	-132.0
Woodside K-8	-43.1	-54.8	-34.0	-21.1	-25.7	-60.7	-68.2	-42.4	6.0	-35.0	70.0	-49.0	-	-37.6	-41.2	-79.9	-21.7	-	-134.5	-103.7	-61.9	-97.6

\* Data as of Aug 7th, 2025

\*\* "-" No population

2024-25 ELA Elementary & K-8 CAASPP Results: Percent Standard Met

Site	Percent of Students Meeting or Exceeding Standards																					
	All	3	4	5	6	7	8	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	36.7%	33.5%	36.4%	39.8%	39.5%	37.7%	31.0%	18.6%	22.5%	22.8%	57.1%	31.8%	23.0%	46.3%	44.7%	6.5%	17.4%	17.2%	3.2%	51.7%	26.4%	17.7%
Population	10,636	2,797	2,809	2,879	1,115	507	529	606	40	1,458	77	2,867	74	845	4,669	2,583	23	535	93	890	6,976	1,556
<b>Elementary</b>																						
Albert Schweitzer Elementary	33.8%	36.5%	39.1%	25.0%	-	-	-	0.0%	-	8.3%	0.0%	36.4%	0.0%	37.5%	39.3%	17.9%	-	0.0%	-	28.6%	26.7%	18.9%
Arlington Heights Elementary	27.3%	26.7%	15.0%	39.5%	-	-	-	18.2%	25.0%	50.0%	100.0%	27.7%	-	40.0%	20.8%	21.1%	-	16.7%	-	40.0%	22.8%	16.7%
Cambridge Heights Elementary	61.1%	66.0%	52.6%	64.9%	-	-	-	33.3%	66.7%	60.0%	-	66.7%	-	70.8%	56.7%	25.0%	-	100.0%	-	66.7%	56.5%	52.6%
Cameron Ranch Elementary	20.7%	13.8%	13.7%	30.7%	-	-	-	22.7%	0.0%	12.0%	0.0%	25.0%	0.0%	28.6%	19.0%	7.8%	-	11.8%	-	50.0%	19.5%	7.1%
Carmichael Elementary	30.5%	25.0%	32.7%	32.8%	-	-	-	8.3%	-	38.5%	-	36.4%	-	18.2%	30.5%	9.1%	-	40.0%	-	61.1%	30.8%	12.2%
Carriage Drive Elementary	29.6%	34.4%	27.1%	28.0%	-	-	-	16.7%	-	22.2%	66.7%	26.7%	-	46.2%	30.4%	5.4%	50.0%	21.4%	-	35.7%	26.6%	14.3%
Charles Peck Elementary	24.2%	18.8%	18.0%	35.3%	-	-	-	28.6%	-	21.4%	-	21.7%	50.0%	50.0%	22.4%	0.0%	-	15.4%	-	42.9%	16.8%	12.5%
Cottage Elementary	19.2%	19.1%	14.7%	24.2%	-	-	-	50.0%	0.0%	17.5%	-	15.6%	0.0%	37.5%	16.9%	5.3%	-	18.2%	-	45.5%	16.8%	3.2%
Coyle Avenue Elementary	13.9%	12.3%	15.3%	14.0%	-	-	-	0.0%	0.0%	0.0%	0.0%	18.0%	0.0%	5.9%	17.1%	2.7%	50.0%	7.1%	-	50.0%	12.2%	7.7%
Del Dayo Elementary	59.4%	48.7%	57.1%	70.9%	62.1%	-	-	50.0%	-	50.0%	100.0%	47.2%	100.0%	54.2%	63.6%	14.3%	-	0.0%	-	100.0%	51.8%	22.6%
Del Paso Manor Elementary	36.3%	44.8%	39.7%	29.3%	29.8%	-	-	19.4%	0.0%	28.0%	66.7%	26.5%	25.0%	67.6%	45.4%	4.1%	0.0%	10.0%	0.0%	56.1%	21.5%	8.9%
Dyer-Kelly Elementary	9.4%	6.6%	13.3%	8.4%	-	-	-	12.0%	0.0%	7.2%	-	9.6%	0.0%	27.8%	8.8%	3.7%	-	0.0%	-	38.5%	8.7%	5.4%
Earl Legette Elementary	56.0%	50.0%	55.3%	58.7%	59.7%	-	-	33.3%	-	57.1%	50.0%	62.5%	-	58.3%	54.6%	5.0%	0.0%	40.0%	0.0%	80.0%	54.5%	22.0%
Grand Oaks Elementary	21.5%	19.0%	22.4%	23.4%	-	-	-	0.0%	0.0%	0.0%	-	16.4%	0.0%	22.2%	30.6%	2.8%	-	16.7%	-	50.0%	18.6%	13.2%
Green Oaks Fundamental Elementary	65.2%	56.6%	61.2%	76.8%	-	-	-	-	-	33.3%	66.7%	71.4%	-	42.9%	67.5%	33.3%	-	100.0%	-	87.5%	55.7%	23.5%
Greer Elementary	14.5%	10.0%	9.0%	24.1%	-	-	-	8.0%	0.0%	11.5%	50.0%	12.9%	33.3%	38.1%	18.0%	2.5%	0.0%	9.5%	-	51.9%	13.2%	11.1%
Harry Dewey Fundamental Elementary	48.0%	65.5%	43.1%	35.6%	49.1%	-	-	0.0%	100.0%	40.0%	-	39.1%	33.3%	50.0%	51.7%	0.0%	-	12.5%	0.0%	77.8%	44.0%	24.4%
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Howe Avenue Elementary	12.5%	17.3%	11.4%	8.5%	-	-	-	4.0%	0.0%	15.4%	0.0%	9.1%	33.3%	21.4%	11.8%	4.4%	0.0%	3.3%	-	40.5%	10.8%	3.2%
James R. Cowan Fundamental Elementary	47.8%	49.0%	47.3%	73.2%	15.6%	-	-	23.1%	33.3%	27.8%	100.0%	45.7%	50.0%	55.0%	53.5%	7.7%	0.0%	12.5%	-	53.8%	37.1%	38.1%
Mariemont Elementary	68.6%	66.3%	68.8%	71.1%	-	-	-	20.0%	-	42.9%	100.0%	69.6%	0.0%	67.7%	73.9%	16.7%	-	40.0%	-	75.0%	55.4%	40.7%
Mariposa Avenue Elementary	26.9%	28.3%	29.5%	22.8%	-	-	-	12.5%	-	15.8%	-	25.5%	0.0%	28.6%	32.9%	8.5%	-	25.0%	-	71.4%	22.5%	10.9%
Mary Deterding Elementary	59.5%	51.0%	73.9%	65.8%	42.2%	-	-	58.3%	100.0%	54.0%	50.0%	58.6%	100.0%	70.0%	58.7%	9.1%	-	45.5%	0.0%	73.2%	47.8%	44.2%
Mission Avenue Open Elementary	39.1%	32.9%	35.1%	43.1%	46.8%	-	-	0.0%	-	26.7%	50.0%	31.0%	0.0%	32.0%	47.6%	11.1%	-	25.0%	0.0%	44.8%	32.8%	20.0%
Northridge Elementary	23.9%	22.9%	19.6%	35.0%	16.3%	-	-	18.8%	-	50.0%	25.0%	15.6%	25.0%	27.8%	30.5%	7.6%	0.0%	42.9%	0.0%	83.3%	21.1%	13.8%
Oakview Community Elementary	53.9%	39.7%	63.2%	63.8%	-	-	-	100.0%	0.0%	75.0%	-	44.0%	-	53.8%	57.7%	20.0%	-	25.0%	-	80.0%	44.3%	17.2%
Ottomon Way Elementary	30.1%	33.3%	23.7%	32.6%	-	-	-	0.0%	-	0.0%	66.7%	26.2%	100.0%	20.0%	36.4%	8.3%	-	28.6%	-	66.7%	29.5%	0.0%
Pasadena Avenue Elementary	28.7%	33.3%	27.3%	25.9%	-	-	-	27.3%	0.0%	23.8%	0.0%	25.8%	-	41.2%	31.8%	2.4%	0.0%	19.0%	-	45.5%	22.7%	20.0%
Pershing Elementary	66.1%	62.2%	68.8%	70.1%	60.8%	-	-	60.0%	100.0%	89.5%	80.0%	59.4%	50.0%	66.7%	65.6%	25.0%	-	20.0%	0.0%	80.0%	55.8%	32.6%
Skycrest Elementary	29.3%	22.8%	21.7%	41.7%	-	-	-	12.5%	0.0%	30.0%	0.0%	27.2%	-	66.7%	32.5%	16.1%	-	50.0%	-	46.7%	26.2%	11.7%
Thomas Kelly Elementary	25.5%	4.3%	44.2%	29.1%	-	-	-	27.3%	0.0%	33.3%	100.0%	35.7%	100.0%	14.3%	19.4%	4.2%	-	33.3%	-	28.6%	17.9%	7.7%
Trajan Elementary	53.6%	55.7%	46.2%	60.0%	-	-	-	100.0%	-	75.0%	100.0%	58.5%	-	78.6%	47.1%	25.0%	-	66.7%	-	66.7%	41.2%	46.2%
Twin Lakes Elementary	57.7%	59.0%	54.3%	58.3%	57.7%	-	-	0.0%	0.0%	66.7%	-	47.8%	-	62.5%	60.3%	25.0%	-	100.0%	0.0%	100.0%	36.8%	22.5%
Whitney Avenue Elementary	15.0%	14.3%	15.4%	15.4%	-	-	-	9.7%	-	14.5%	0.0%	14.3%	0.0%	20.0%	20.8%	6.4%	50.0%	12.1%	-	37.5%	14.8%	0.0%
<b>K-8</b>																						
Gold River Discovery Center K-8	57.2%	60.9%	51.8%	61.9%	54.7%	61.9%	53.9%	42.9%	-	71.0%	75.0%	54.3%	50.0%	61.9%	56.5%	10.5%	-	33.3%	0.0%	51.0%	46.0%	42.1%
Kingswood K-8	21.9%	13.7%	25.0%	29.1%	30.2%	20.0%	12.1%	26.9%	0.0%	14.3%	55.6%	21.5%	0.0%	17.4%	22.5%	6.0%	-	13.0%	0.0%	45.7%	19.7%	8.5%
Lichen K-8	34.0%	35.8%	36.7%	42.1%	18.6%	35.3%	36.4%	16.0%	-	16.7%	100.0%	30.7%	60.0%	21.1%	40.0%	6.4%	-	14.3%	0.0%	45.9%	26.7%	13.1%
Orangevale Open K-8	56.1%	45.1%	65.4%	63.1%	51.7%	56.3%	47.5%	0.0%	-	63.6%	100.0%	48.1%	-	60.0%	57.9%	8.3%	-	0.0%	0.0%	60.0%	49.3%	23.5%
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Oaks K-8	33.0%	20.8%	48.7%	30.5%	33.3%	35.0%	29.4%	17.4%	-	25.7%	66.7%	28.9%	0.0%	57.9%	37.7%	4.7%	50.0%	18.2%	25.0%	48.6%	23.2%	14.0%
Starr King K-8	13.3%	15.6%	5.1%	10.1%	21.8%	17.6%	10.1%	21.6%	-	9.1%	0.0%	20.6%	0.0%	17.2%	14.3%	5.6%	0.0%	6.7%	10.5%	32.1%	10.9%	7.7%
Thomas Edison Language Institute K-8	27.3%	24.0%	18.6%	26.8%	28.6%	38.3%	32.2%	15.2%	-	21.3%	-	27.3%	16.7%	38.7%	36.7%	2.7%	-	20.5%	0.0%	51.5%	23.3%	8.8%
Woodside K-8	35.5%	26.0%	37.5%	47.4%	45.6%	31.0%	23.2%	41.7%	100.0%	28.6%	100.0%	34.4%	-	33.3%	35.4%	4.7%	0.0%	17.9%	0.0%	48.5%	28.5%	16.0%

\* Data as of July 7th, 2025

\*\* "-" No population

2024-25 Math Preliminary Elementary & K-8 CAASPP Results: Distance from Standard Met

Site	Distance From Standard Met																					
	All	3	4	5	6	7	8	AA	AI	AS	FI	HISP	PI	TOM	White	EL	RFEP	FY	HM	LTEL	SED	SWD
District	-54.9	-38.2	-41.9	-67.5	-69.0	-76.3	-95.2	-115.1	-94.0	-84.7	-2.9	-69.2	-110.4	-40.1	-32.5	-93.1	-26.2	-80.9	-114.2	-169.5	-78.0	-110.1
Population	10,254	2,692	2,726	2,781	1,058	487	510	558	40	1,340	75	2,788	71	810	4,570	3,204	1,204	16	502	93	6,751	1,745
<b>Elementary</b>																						
Albert Schweitzer Elementary	-55.5	-44.8	-26.0	-99.7	-	-	-	-231.3	-	-63.4	-159.0	-72.2	-115.0	-32.8	-43.1	-83.5	-10.3	-	-197.6	-	-73.3	-130.0
Arlington Heights Elementary	-74.5	-72.1	-72.9	-78.8	-	-	-	-103.7	-127.3	0.5	51.0	-79.5	-	-74.8	-74.6	-85.1	-38.1	-	-162.0	-	-87.1	-137.9
Cambridge Heights Elementary	6.7	21.5	-2.0	1.7	-	-	-	-74.3	-35.0	43.8	-	1.6	-	17.7	8.5	-11.8	50.2	-	-	-	-9.3	-23.6
Cameron Ranch Elementary	-79.0	-65.5	-95.5	-77.9	-	-	-	-65.7	-142.0	-86.7	10.0	-72.8	-171.0	-47.8	-90.1	-98.0	-2.4	-	-83.4	-	-79.9	-129.4
Carmichael Elementary	-60.9	-37.3	-54.0	-85.6	-	-	-	-112.6	-75.0	-39.0	-	-61.9	-	-96.9	-56.3	-58.9	2.1	-	-92.6	-	-63.5	-111.1
Carriage Drive Elementary	-62.3	-14.7	-64.0	-94.4	-	-	-	-144.5	-	-48.6	-1.7	-67.4	-579.0	-92.5	-51.1	-91.6	-59.0	-80.0	-87.5	-	-74.3	-80.6
Charles Peck Elementary	-86.7	-66.6	-83.6	-108.1	-	-	-	-93.4	-	-136.8	-	-107.8	-46.0	-99.4	-52.7	-94.0	-44.8	-	-78.8	-	-96.1	-127.8
Cottage Elementary	-107.6	-84.2	-112.2	-134.8	-	-	-	-59.8	-176.0	-109.8	-	-113.1	-79.0	-110.6	-105.2	-111.3	-58.7	-	-131.7	-	-110.9	-154.8
Coyle Avenue Elementary	-87.5	-73.5	-68.6	-120.0	-	-	-	-141.5	-60.0	-129.5	-30.7	-81.3	-120.0	-61.6	-93.4	-97.8	-53.0	-108.0	-86.5	-	-90.8	-132.0
Del Dayo Elementary	-1.1	1.6	6.4	-15.7	-7.9	-	-	-33.7	-	10.5	54.0	-29.7	26.0	-18.3	2.5	-24.6	31.9	-	-98.6	-	-15.9	-75.7
Del Paso Manor Elementary	-46.9	-16.7	-24.1	-67.5	-98.4	-	-	-116.7	-88.7	-65.7	11.3	-81.7	-76.0	26.9	-16.5	-94.2	9.1	-	-118.7	-208.3	-87.1	-179.9
Dyer-Kelly Elementary	-116.5	-88.4	-109.1	-157.3	-	-	-	-132.7	-246.0	-112.1	-	-112.1	-188.8	-103.6	-122.3	-114.7	-31.2	-	-145.1	-	-117.7	-170.7
Earl Legette Elementary	-9.9	-19.7	-1.3	-20.7	-1.8	-	-	-145.7	-	-5.0	20.0	-12.9	-	-14.7	-4.8	-5.7	21.2	-	-13.8	-31.0	-17.6	-112.1
Grand Oaks Elementary	-67.4	-59.0	-59.3	-87.2	-	-	-	-127.0	-63.5	-41.1	-	-92.0	-16.0	-23.0	-51.4	-114.2	-30.6	-	-86.3	-	-74.8	-105.9
Green Oaks Fundamental Elementary	16.0	28.9	17.1	2.6	-	-	-	-	-	5.0	33.7	46.3	-	-21.8	14.2	4.1	53.6	-	20.3	-	0.1	-53.5
Greer Elementary	-94.0	-93.3	-75.0	-112.1	-	-	-	-120.3	-222.0	-96.9	-23.5	-90.2	-80.7	-73.8	-73.6	-99.1	-15.9	-	-121.1	-	-96.8	-130.4
Harry Dewey Fundamental Elementary	-30.2	-4.1	-13.0	-57.2	-46.9	-	-	-131.3	70.0	-86.0	-	-60.0	-121.7	-38.4	-15.6	-53.9	-9.9	-	-78.8	-104.5	-35.4	-80.4
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Howe Avenue Elementary	-116.5	-93.3	-104.5	-152.4	-	-	-	-152.7	-179.0	-106.8	-31.3	-116.1	-30.0	-180.2	-117.2	-111.5	-42.2	-205.0	-149.8	-	-117.9	-200.6
James R. Cowan Fundamental Elementary	-36.5	-24.8	-35.0	14.5	-117.5	-	-	-121.7	-100.3	-73.4	49.0	-47.4	-155.0	-81.1	-3.5	-77.1	37.4	-86.0	-108.5	-	-66.7	-90.5
Mariemont Elementary	15.3	21.4	17.0	5.5	-	-	-	-60.0	-	-8.8	36.0	1.1	-	21.9	22.4	-34.6	8.6	-	-18.0	-	0.2	-35.8
Mariposa Avenue Elementary	-96.1	-67.5	-93.4	-125.9	-	-	-	-72.3	-	-122.7	-	-114.2	-267.5	-106.7	-72.8	-123.0	-35.7	-	-135.3	-	-101.1	-133.4
Mary Deterding Elementary	0.9	14.9	33.3	-13.7	-44.3	-	-	-14.4	53.0	-10.4	19.5	-13.8	42.0	19.0	5.2	-52.9	21.5	-	-71.6	-228.5	-24.2	-46.5
Mission Avenue Open Elementary	-31.7	-21.3	-27.9	-48.5	-32.7	-	-	-98.5	-	-63.5	-15.0	-57.6	-	-49.5	-11.1	-60.8	-23.5	-	-59.9	-262.5	-41.8	-69.4
Northridge Elementary	-64.3	-31.5	-41.7	-65.7	-132.5	-	-	-85.2	-	16.3	18.5	-76.1	-43.3	-74.1	-59.3	-77.2	-38.1	-49.1	-106.8	-182.5	-82.3	-115.8
Oakview Community Elementary	-4.4	-13.1	10.8	-8.2	-	-	-	-73.0	-159.0	61.0	-	-19.4	-	-29.8	5.8	-25.2	10.6	65.0	-49.0	-	-11.8	-52.3
Ottomon Way Elementary	-51.6	-25.8	-51.4	-74.5	-	-	-	-98.0	-	-66.0	-18.0	-67.8	-50.0	-26.9	-44.6	-89.1	-67.0	-	-57.7	-	-60.6	-108.7
Pasadena Avenue Elementary	-72.9	-44.5	-73.6	-96.1	-	-	-	-86.0	-	-68.1	-42.0	-76.5	-	-61.6	-71.4	-100.1	-53.9	-	-67.6	-	-80.7	-110.2
Pershing Elementary	10.7	14.6	13.8	26.5	-26.8	-	-	25.3	-38.5	116.2	71.4	-20.2	-3.5	18.2	9.4	-18.7	48.5	-	-141.8	-124.0	-18.3	-50.6
Skycrest Elementary	-58.7	-61.4	-67.5	-48.0	-	-	-	-135.9	-107.0	-72.3	-168.0	-56.0	-	-83.0	-45.8	-45.7	1.8	-	-69.0	-	-61.9	-120.2
Thomas Kelly Elementary	-94.3	-107.8	-51.6	-112.3	-	-	-	-103.9	-45.3	-101.5	-36.0	-87.7	-2.0	-123.5	-88.8	-109.2	-73.1	-	-80.0	-	-102.0	-139.5
Trajan Elementary	-19.4	-5.1	-21.7	-32.0	-	-	-	-165.5	-	23.8	24.0	-34.5	-	41.9	-20.8	-22.4	8.2	-	-2.7	-	-31.8	-53.5
Twin Lakes Elementary	-19.0	-1.0	1.1	-42.5	-25.4	-	-	-35.0	-65.0	8.3	-	-30.5	-	-53.1	-13.5	-52.6	24.8	-	37.0	-180.5	-43.7	-83.5
Whitney Avenue Elementary	-97.6	-95.0	-75.9	-122.4	-	-	-	-117.2	-	-89.0	-96.3	-99.0	-64.0	-172.8	-93.1	-100.0	-69.7	-151.0	-114.9	-	-101.6	-149.6
<b>K-8</b>																						
Gold River Discovery Center K-8	-7.4	36.9	-8.0	-16.1	-7.1	-4.1	-32.8	-46.5	-	35.2	-1.3	-35.2	-8.5	2.3	-2.6	-46.0	3.0	-	-148.3	-208.7	-30.4	-53.8
Kingswood K-8	-110.0	-82.0	-95.1	-84.3	-112.8	-125.3	-157.8	-127.6	-148.2	-108.6	-44.3	-116.4	-146.0	-112.1	-92.6	-117.7	-76.9	-	-116.6	-198.5	-113.9	-150.6
Lichen K-8	-62.5	-39.6	-18.6	-42.7	-105.0	-72.5	-86.3	-99.7	-	-80.2	59.4	-70.1	-33.4	-63.9	-52.8	-91.9	-35.5	-	-117.1	-214.8	-75.5	-104.5
Orangevale Open K-8	-14.7	-1.5	2.3	-22.7	-43.1	-52.5	17.3	-153.3	-	-104.7	121.0	-20.6	-	-22.9	-10.2	-57.8	-56.7	-	-160.0	-86.8	-27.3	-111.8
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Oaks K-8	-77.7	-62.1	-19.2	-91.1	-113.5	-80.4	-118.0	-136.5	-	-74.6	-46.3	-102.5	-217.5	-30.3	-57.8	-121.2	-48.8	-72.0	-127.8	-184.0	-101.6	-86.2
Starr King K-8	-135.4	-73.6	-109.6	-144.5	-136.2	-153.5	-181.4	-161.1	-	-139.7	-83.0	-119.0	-227.0	-148.6	-122.5	-135.2	-70.4	-	-158.7	-157.5	-139.0	-206.5
Thomas Edison Language Institute K-8	-67.5	-54.4	-65.3	-69.7	-98.3	-55.7	-67.3	-128.4	-	-95.5	-	-57.7	-100.8	-46.4	-46.7	-85.9	-24.1	-	-109.5	-142.5	-77.8	-126.7
Woodside K-8	-66.8	-38.1	-32.4	-64.8	-73.9	-64.9	-126.4	-118.7	6.0	-87.9	20.5	-78.1	-	-43.0	-57.4	-98.6	-59.0	-	-141.8	-168.3	-85.9	-128.0

\* Data as of Aug 7th, 2025

\*\* "-" No population

2024-25 Math Elementary & K-8 CAASPP Results: Percent Standard Met

Site	Percent of Students Meeting or Exceeding Standards																					
	All	3	4	5	6	7	8	AA	AI	AS	FI	Hisp	PI	TOM	White	EL	FY	HM	LTEL	RFEP	SED	SWD
District	29.3%	33.1%	31.6%	26.1%	27.1%	26.0%	21.3%	11.4%	9.8%	18.5%	51.9%	22.4%	16.0%	35.6%	38.4%	7.3%	13.0%	9.7%	1.1%	42.7%	20.3%	14.0%
Population	11,080	2,919	2,960	2,984	1,135	527	555	606	41	1,713	77	2,894	75	855	4,819	3,045	23	558	93	886	7,382	1,556
<b>Elementary</b>																						
Albert Schweitzer Elementary	32.2%	32.1%	35.4%	28.9%	-	-	-	0.0%	-	18.8%	0.0%	27.3%	50.0%	37.5%	36.8%	19.1%	-	25.0%	-	42.9%	25.8%	10.8%
Arlington Heights Elementary	19.0%	19.6%	19.5%	17.8%	-	-	-	0.0%	0.0%	57.1%	100.0%	16.3%	-	20.0%	18.5%	7.1%	-	16.7%	-	20.0%	13.9%	8.3%
Cambridge Heights Elementary	55.7%	69.2%	43.9%	55.2%	-	-	-	33.3%	0.0%	66.7%	-	52.4%	-	66.7%	56.2%	43.8%	-	0.0%	-	50.0%	45.9%	47.4%
Cameron Ranch Elementary	15.0%	18.5%	8.8%	16.7%	-	-	-	27.3%	0.0%	7.9%	100.0%	16.1%	0.0%	14.3%	13.9%	5.8%	-	10.0%	-	25.0%	14.8%	0.0%
Carmichael Elementary	20.6%	22.2%	22.0%	17.7%	-	-	-	16.7%	0.0%	26.9%	-	17.6%	-	18.2%	20.9%	9.4%	-	0.0%	-	61.1%	21.6%	9.5%
Carriage Drive Elementary	24.2%	41.3%	16.9%	17.6%	-	-	-	16.7%	-	20.0%	33.3%	19.8%	-	21.4%	29.5%	4.7%	0.0%	14.3%	-	28.6%	17.7%	13.8%
Charles Peck Elementary	12.0%	13.2%	12.3%	10.5%	-	-	-	14.3%	-	16.0%	-	1.6%	50.0%	0.0%	20.3%	6.9%	-	0.0%	-	21.4%	10.1%	3.1%
Cottage Elementary	8.4%	14.0%	6.7%	2.9%	-	-	-	33.3%	0.0%	7.2%	-	9.4%	0.0%	6.3%	8.3%	1.5%	-	8.3%	-	30.3%	6.4%	0.0%
Coyle Avenue Elementary	15.7%	17.9%	21.0%	8.3%	-	-	-	0.0%	0.0%	9.1%	50.0%	16.4%	0.0%	23.5%	15.5%	7.0%	50.0%	0.0%	-	33.3%	14.7%	0.0%
Del Dayo Elementary	51.0%	50.6%	62.3%	44.2%	46.4%	-	-	33.3%	-	43.8%	100.0%	55.9%	100.0%	52.2%	50.6%	28.6%	-	20.0%	-	75.0%	44.6%	26.7%
Del Paso Manor Elementary	36.4%	50.0%	40.9%	28.4%	23.1%	-	-	20.0%	0.0%	30.5%	33.3%	26.5%	0.0%	67.6%	44.9%	7.3%	0.0%	10.0%	0.0%	70.7%	21.8%	13.3%
Dyer-Kelly Elementary	6.2%	8.3%	7.4%	2.6%	-	-	-	4.0%	0.0%	8.2%	-	4.1%	0.0%	10.5%	4.0%	3.7%	-	3.2%	-	23.1%	6.0%	1.8%
Earl Legette Elementary	50.3%	53.0%	57.1%	44.4%	45.5%	-	-	16.7%	-	42.9%	50.0%	42.9%	-	50.0%	53.8%	30.0%	0.0%	40.0%	0.0%	66.7%	45.0%	20.0%
Grand Oaks Elementary	22.0%	23.7%	22.4%	19.1%	-	-	-	0.0%	0.0%	0.0%	-	14.9%	0.0%	30.0%	31.9%	2.7%	-	0.0%	-	50.0%	19.2%	18.9%
Green Oaks Fundamental Elementary	58.9%	66.0%	57.1%	53.6%	-	-	-	-	-	66.7%	66.7%	76.2%	-	21.4%	59.8%	44.4%	-	66.7%	-	87.5%	49.2%	23.5%
Greer Elementary	11.4%	9.4%	14.7%	10.4%	-	-	-	5.3%	50.0%	10.7%	50.0%	9.6%	0.0%	28.6%	14.1%	4.9%	0.0%	4.8%	-	37.0%	11.0%	7.4%
Harry Dewey Fundamental Elementary	40.4%	54.5%	50.0%	25.0%	32.7%	-	-	0.0%	100.0%	16.7%	-	28.3%	0.0%	44.4%	45.7%	12.5%	-	37.5%	0.0%	55.6%	40.2%	17.4%
Home Hospital Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Howe Avenue Elementary	8.7%	14.4%	8.5%	3.3%	-	-	-	8.0%	0.0%	9.5%	33.3%	2.4%	33.3%	14.3%	11.5%	3.7%	0.0%	0.0%	-	26.2%	7.8%	0.0%
James R. Cowan Fundamental Elementary	35.0%	37.3%	32.8%	54.4%	12.5%	-	-	0.0%	0.0%	23.8%	100.0%	34.8%	33.3%	25.0%	43.4%	2.9%	0.0%	12.5%	-	58.3%	24.8%	23.8%
Mariemont Elementary	60.0%	63.8%	55.7%	61.2%	-	-	-	40.0%	-	42.4%	100.0%	50.0%	0.0%	64.5%	65.4%	18.2%	-	33.3%	-	66.7%	44.6%	37.0%
Mariposa Avenue Elementary	11.8%	19.6%	14.5%	1.7%	-	-	-	0.0%	-	5.0%	-	3.6%	0.0%	7.1%	21.5%	7.6%	-	16.7%	-	28.6%	10.4%	2.2%
Mary Detering Elementary	54.5%	58.1%	70.4%	46.1%	39.8%	-	-	58.3%	100.0%	49.3%	100.0%	42.3%	100.0%	54.0%	59.4%	17.2%	-	25.0%	0.0%	70.7%	42.9%	32.7%
Mission Avenue Open Elementary	34.8%	34.2%	38.6%	31.0%	35.5%	-	-	16.7%	-	18.8%	50.0%	17.2%	0.0%	28.0%	45.5%	13.6%	-	25.0%	0.0%	41.4%	29.1%	23.3%
Northridge Elementary	24.7%	29.3%	26.9%	26.7%	12.5%	-	-	18.8%	-	45.5%	50.0%	16.8%	25.0%	25.0%	30.6%	14.7%	25.0%	14.3%	0.0%	66.7%	20.2%	16.1%
Oakview Community Elementary	49.7%	43.6%	54.4%	53.4%	-	-	-	0.0%	0.0%	100.0%	-	34.0%	-	30.8%	57.7%	20.0%	-	25.0%	-	60.0%	44.3%	24.1%
Ottomon Way Elementary	23.6%	28.2%	21.1%	21.7%	-	-	-	0.0%	-	0.0%	66.7%	19.0%	0.0%	33.3%	25.5%	16.7%	-	14.3%	-	66.7%	25.6%	0.0%
Pasadena Avenue Elementary	17.3%	25.0%	12.1%	15.5%	-	-	-	18.2%	0.0%	7.7%	0.0%	20.6%	-	23.5%	16.3%	1.9%	0.0%	18.2%	-	36.4%	13.2%	13.3%
Pershing Elementary	55.3%	52.0%	54.3%	60.9%	51.9%	-	-	40.0%	0.0%	85.0%	100.0%	43.5%	50.0%	60.0%	55.6%	13.0%	-	16.7%	0.0%	73.3%	42.4%	23.3%
Skycrest Elementary	26.2%	26.2%	22.2%	30.1%	-	-	-	6.3%	0.0%	25.0%	0.0%	24.4%	-	33.3%	31.8%	14.3%	-	25.0%	-	56.7%	24.4%	6.6%
Thomas Kelly Elementary	14.3%	1.9%	32.1%	8.9%	-	-	-	0.0%	0.0%	7.7%	0.0%	14.0%	0.0%	7.1%	20.0%	2.6%	-	0.0%	-	0.0%	10.1%	11.5%
Trajan Elementary	46.2%	52.5%	47.0%	38.6%	-	-	-	33.3%	-	50.0%	100.0%	34.9%	-	71.4%	47.1%	30.0%	-	25.0%	-	66.7%	38.4%	32.5%
Twin Lakes Elementary	43.1%	52.6%	56.5%	27.4%	42.3%	-	-	0.0%	0.0%	66.7%	-	47.8%	-	41.7%	42.4%	25.0%	-	100.0%	0.0%	50.0%	32.2%	15.0%
Whitney Avenue Elementary	10.7%	13.5%	13.0%	5.5%	-	-	-	6.5%	-	10.3%	0.0%	12.5%	0.0%	12.5%	12.5%	4.9%	50.0%	2.9%	-	18.8%	9.6%	0.0%
<b>K-8</b>																						
Gold River Discovery Center K-8	46.8%	70.3%	44.7%	41.9%	44.6%	47.6%	37.8%	35.7%	-	74.2%	50.0%	33.0%	50.0%	54.8%	47.7%	11.9%	-	0.0%	0.0%	49.0%	35.6%	29.8%
Kingswood K-8	11.5%	15.1%	9.3%	19.0%	11.3%	8.8%	6.3%	7.7%	0.0%	10.5%	11.1%	10.9%	0.0%	14.3%	14.6%	5.3%	-	13.0%	0.0%	26.1%	10.3%	6.4%
Lichen K-8	25.5%	32.1%	34.0%	36.8%	10.0%	17.1%	22.7%	8.0%	-	50.0%	66.7%	21.0%	40.0%	25.0%	30.6%	4.2%	-	7.1%	0.0%	27.0%	20.0%	13.1%
Orangevale Open K-8	45.0%	51.0%	50.0%	40.2%	35.0%	42.2%	53.2%	0.0%	-	55.6%	100.0%	32.9%	-	38.9%	48.8%	25.0%	-	0.0%	25.0%	47.8%	43.4%	22.9%
Ralph Richardson Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Oaks K-8	21.9%	26.0%	32.6%	20.2%	12.7%	24.6%	11.1%	6.7%	-	18.9%	33.3%	14.7%	0.0%	32.5%	30.5%	1.7%	0.0%	8.7%	0.0%	40.5%	15.0%	18.0%
Starr King K-8	7.4%	15.9%	9.2%	6.1%	3.5%	5.1%	5.3%	5.3%	-	5.9%	0.0%	10.4%	0.0%	3.4%	10.9%	4.7%	0.0%	2.3%	0.0%	23.6%	6.5%	2.6%
Thomas Edison Language Institute K-8	22.8%	23.5%	21.4%	19.6%	16.3%	34.5%	22.0%	8.7%	-	18.4%	-	22.6%	16.7%	28.1%	33.7%	4.1%	-	10.3%	0.0%	47.4%	18.6%	5.3%
Woodside K-8	26.3%	35.3%	33.3%	21.1%	29.8%	26.2%	12.5%	8.3%	100.0%	14.3%	100.0%	22.8%	-	29.2%	29.3%	8.9%	0.0%	3.4%	0.0%	30.3%	17.5%	8.0%

\* Data as of July 7th, 2025  
 \*\* "-" No population

**SUBJECT:** Universal Prekindergarten Update (Townsend-Snider) - 7:40 p.m.

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive an update regarding the progress of Universal Prekindergarten (UPK) in alignment with state legislation.

**RATIONALE/BACKGROUND:**

San Juan Unified’s Universal Prekindergarten (UPK) Transitional Kindergarten (TK) planning continues to center on five legislated focus areas: vision and coherence; community outreach and partnerships; workforce development and professional learning; curriculum, instruction, and assessment; and facilities, services, and operations. These areas guide the district’s work to build a coherent early learning system aligned with California’s P–3 framework.

Partnerships with the Sacramento County Office of Education and WestEd have expanded professional learning for Transitional Kindergarten (TK) teachers and paraeducators in areas including toileting independence, de-escalation strategies, the role of play in early learning, and early mathematics instruction through the Early Math Initiative. Recruitment and retention efforts, including the implementation of the elementary paraeducator classification, continue to support staffing needs within TK classrooms.

Facilities and operational projects are in progress, including restroom modifications at 16 sites and new playground installations at six schools, with ten additional playgrounds scheduled for completion over winter break. These projects are funded through UPK implementation grants. The district’s next phase of work focuses on aligning curriculum, instruction, and assessment across preschool through grade three.

**ATTACHMENT(S):**

1. [UPK 2025-2026 Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Holly Cybulski, Director, Elementary/K8  
Colin Bross, Director, Maintenance and Operations  
Brian Ginter, Director, Admissions and Family Services

**APPROVED BY:**

Amberlee Townsend-Snider, Asst. Superintendent, Elementary Education & Programs  
Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Trent Allen, Acting Superintendent of Schools

---

# UNIVERSAL PREKINDERGARTEN UPDATE

San Juan Unified School District

Board of Education

November 18, 2025



**San Juan Unified**  
SCHOOL DISTRICT

---

## FOCUS AREAS FOR PLANNING

---



Vision and Coherence



Community Engagement and Partnerships



Workforce Recruitment and Professional Learning



Curriculum, Instruction, and Assessment



Facilities, Services, and Operations

---

# VISION AND COHERENCE

Students turn 4 by  
September 1

California  
Preschool/Transitional  
Kindergarten Learning  
Foundations (PTKLF)  
development and learning



1:10 adult to student  
ratio with a maximum  
class size of 24

## Our Actions

Professional Development Opportunities

Age & Ratio Audits

Partnership with Sacramento County  
Office of Education

3

# COMMUNITY ENGAGEMENT & PARTNERSHIPS

## Families/Caregivers

- Deep satisfaction with TK
- See joy, growth, and readiness in children
- Clear communication and positive teacher relationships
- Acknowledge toileting, regulation, stamina as age-appropriate

## Teachers & IA's

- Proud and committed to TK success
- Need continued support for toileting, facilities, and behavior to reduce disruptions
- Emphasize infrastructure and professional learning as keys to sustainability

## Principals

- View TK as essential for early learning success
- Toileting is top operational challenge
- Request more PD on developmentally appropriate practice

4

## WORKFORCE RECRUITMENT & PROFESSIONAL LEARNING

### Classroom Status

- Classes staffed with highly qualified teacher
- 2 paraeducators per classroom

### Current Program support

- TOSA
- Resource Teacher
- TK-8 Director

### Professional Learning

- Toileting Training
- Early math
- Play in the early years
- De-escalation strategies



5

## CURRICULUM, INSTRUCTION, & ASSESSMENT



### • P-3 Inter-Disciplinary Team

- Comprised of Preschool, TK and K staff
  - Transition to next grade level planning
  - Preschool/Transitional Kindergarten Learning Foundation (PTKLF) alignment of curriculum, assessments and instruction

6

# FACILITIES, SERVICES, & OPERATIONS

## Enrollment Processes

- 25-26 last year of TK lottery
- TK will enroll following normal enrollment protocols beginning 26-27 school year

## Recruitment Efforts

- Enrollment communication push
- Social media
- Newsletters
- San Juan Central Enrollment
- School site level communications

## Enrollment Status

- Most TK classes are at maximum capacity
- 2 TK/K combos due to lower enrollment



# FACILITIES, SERVICES, & OPERATIONS

## ENROLLMENT

	2021-22	2022-23	2023-24	2024-25	2025-26
Eligibility for (TK)	Turn 5 between September 2 and December 2	Turn 5 between September 2 and February 2	Turn 5 between September 2 and April 2	Turn 5 between September 2 and June 2	Turn 4 by September 1
Enrollment Projections	288	480	672	864	1,104
Enrollment Actuals	292	436	593	782	976

## FACILITIES, SERVICES, & OPERATIONS

### New TK Furniture

- Oakview
- Dyer-Kelly
- Whitney
- Mariemont
- Orangevale Open



### TK Toilet Support

- At **16** sites, **30** toilets were outfitted with age-appropriate toilet seats, providing a safer restroom experience for our Transitional Kindergarten students.
- At **16** sites, **35** step stools were purchased and delivered to restrooms to provide our Transitional Kindergarten students with safe access to toilets.



9

## FACILITIES, SERVICES, & OPERATIONS

### PLAYGROUND UPDATES



Playground modifications at 16 schools will create compliant play areas for students ages 2–12

10

# UPK IN ACTION: OUR STUDENTS, OUR FUTURE

- Video

11

## NEXT STEPS

### Enrollment & Facilities

- Monitor and adjust programs based on enrollment and capacity.

### Workforce

- Strengthen teacher pathways and retention.

### Communication

- Continue communication channels for effective information sharing and community input.

### P-3 Alignment

- Align P-3 programs through collaboration.

### Professional Learning

- Expand professional learning for teachers, leaders and support staff.

12

---

# THANK YOU & QUESTIONS

---

**SUBJECT: Public Hearing No. 2: Marconi Learning Academy Charter School Renewal Petition (Oaxaca) - 7:55 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

**Public Hearing/Action:** The superintendent is recommending that the board hold a public hearing and approve the Marconi Learning Academy Charter School Renewal Petition for a term of five years, starting July 1, 2026, and continue through June 30, 2031. The term for the current charter will expire on June 30, 2026, unless it is approved for renewal by the Board of Education.

**RATIONALE/BACKGROUND:**

Marconi Learning Academy Charter School operates within the San Juan Unified School District as an independent charter. Marconi Learning Academy Charter School serves students in grades 9-12.

Education Code section 47607, subdivision (b), states that “[r]enewals and material revisions of charters are governed by the standards and criteria described in section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” The Board of Education may deny a renewal petition if the charter school fails to meet the standard for renewal outlined within the Criteria for Renewal, Education Code section 47605.

The district’s charter review team has thoroughly studied the charter renewal petition, and Marconi Learning Academy Charter School has provided all necessary information, additions, and/or changes as requested during the review process.

An MOU agreement will define the specific financial and operational relationship between Marconi Learning Academy and the district and resolve other matters of mutual interest not otherwise contained within the terms of each charter petition. It is the intent of the MOU that Marconi Learning Academy Charter School not be a fiscal burden to the district.

A copy of the charter petition and findings of fact are available for review in the Board of Education office.

**ATTACHMENT(S):**

1. [Marconi Learning Academy Findings of Fact](#)
2. [Charter School Petition Evaluation Matrix \(Marconi Learning Academy\)](#)
3. [Requested Information](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 09/23/2025 (Public Hearing No. 1)  
Superintendent’s Cabinet: 09/15/2025, 10/20/2025, 11/10/2025

**FISCAL IMPACT:**

No direct costs

**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  
Trent Allen, Acting Superintendent of Schools



**FINDINGS OF FACT AND RECOMMENDATIONS REGARDING CHARTER PETITION RENEWAL  
FOR  
MARCONI LEARNING ACADEMY  
NOVEMBER 4, 2025**

**INTRODUCTION**

On August 29, 2025, Marconi Learning Academy charter school (“MLA”) submitted a charter school renewal petition to the San Juan Unified School District (“district”). This renewal petition was submitted for a five-year term starting July 1, 2026, and continuing through June 30, 2031. MLA is an independent charter school authorized by the Robla School District since 2018. MLA serves students in grades 9-12. MLA is seeking reauthorization from San Juan Unified because it has a primary location within the district boundaries.

The Board of Education held a public hearing on September 23, 2025, to hear from the petitioners and consider the level of support for the petition. The district’s charter review team has thoroughly studied the charter renewal petition, and MLA has provided all necessary information, additions, and/or changes requested during the review process. Under state law (AB 1505), resulting in Education Code section 47605(b), district staff recommendations, including the recommended findings, will be published 15 days prior to the public hearing at which the Board of Education will take action to either grant or deny the charter renewal petition.

**APPLICABLE LAW**

Education Code section 47607, subdivision (b) states that “[r]enewals and material revisions of charters are governed by the standards and criteria described in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” The Board of Education may deny a renewal petition if the charter school fails to meet the standard for renewal outlined within the *Criteria for Renewal*, Education Code section 47605. A renewal petition shall not be denied unless the district makes written factual findings that support one or more of the following findings:

- (1) The charter school presents an unsound educational program for students during the term of its charter. (Education Code section 47605(c)(1).)
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Education Code section 47605(c)(2).)
- (3) The petition does not contain the necessary affirmations of each of the conditions described in subdivision (e) (Education Code section 47605(c)(4).)

- (4) The petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act. (Education Code 47605(c)(5).)
- (5) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code.

## **SUMMARY OF FINDINGS OF FACT**

1. For a charter school's renewal petition to be approved, it must present a sound educational program for its students, based on the past performance of the charter school. Under Education Code section 47607, a charter authorizer must consider the charter school's performance on indicators included in the California School Dashboard when evaluating a renewal petition. This renewal process creates four types of renewal:
  - a. High-Performing Charter Schools
  - b. Middle Performing Charter Schools
  - c. Low-Performing Charter Schools
  - d. Dashboard Alternative School Status (DASS)

A school's identification as belonging to one of the above tiers is determined by the California Department of Education ("CDE") based on Dashboard data. The CDE publishes the list of charter schools and their renewal tiers.

Marconi Learning Academy meets "Dashboard Alternative School Status" as defined by Education Code Section 47607(c)(7)

When evaluating charter schools that are in this tier, Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

After analyzing the data agreed upon by the previous authorizer, the review team found MLA meets the criteria to be considered a DASS Charter School.

Education Code section 47604.32 identifies the oversight duties of a charter authorizer, including a visit to each charter school at least annually and ensuring that each charter school under its authority complies with all reports required of charter schools by law. In carrying out the oversight duties, the charter authorizer representatives will continue to monitor academic performance through the annual report (informational report due in May of each year - Education Code section 47604.33) and the LCAP and any other reports required by CDE (i.e., Learning Continuity Plan, etc.) to verify that the charter school is taking meaningful steps to improve academic performance.

During the fall each year, a district representative will conduct classroom visitations or virtual classroom visitations at MLA. These visitations, conducted across grade levels, will verify the implementation of the educational program outlined in the renewal petition. The representative will look for standards-based instruction as well as cohesive practices and strategies that reflect and support the school's mission and vision.

The district's charter review team has thoroughly studied the charter renewal petition and has determined that MLA presents a sound educational program, as evidenced by student academic performance and DASS standards, and therefore meets this requirement for renewal.

2. For a charter school's renewal petition to be approved, it must provide evidence that it has the capacity to implement the program set forth in the petition. This includes (but is not limited to) a sound financial and administrative plan, a description of facilities (including location(s) and current and projected availability), etc.

The district's charter review team has thoroughly studied the charter renewal petition and has determined that MLA has provided the necessary evidence in the petition to meet this requirement for renewal.

3. For a charter school's renewal petition to be approved, it must include the necessary affirmations set forth in the Charter Schools Act. (Education Code section 47605(c)(4).)

The district's charter review team has thoroughly studied the charter renewal petition and has determined that MLA has provided the necessary affirmations in the petition to meet this requirement for renewal.

4. For a charter school's renewal petition to be approved, it must contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act. (Education Code section 47605(c)(5).)

The district's charter review team has thoroughly studied the charter renewal petition and has determined that MLA has included reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.

5. For a charter school's renewal petition to be approved, it must contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

The district's charter review team has thoroughly studied the charter renewal petition and has determined that MLA has included the appropriate declaration.

## **CONCLUSION AND RECOMMENDATION**

Accordingly, based on the above findings, the district's charter review team recommends to the superintendent that the renewal petition for Marconi Learning Academy charter school be granted for a term of five years, commencing on July 1, 2026, and continuing through June 30, 2031.

## The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive

### A. Description of Vision, Mission and Educational Program

Evaluation Criteria: E.C.§47605(c)(5)(A) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	Yes	No	
<b>1. Targeted Student Populations and Community Need</b>			
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9-10, 38-39, 47-50, 55
b. grade levels and number of students the charter school plans to serve	<input checked="" type="checkbox"/>	<input type="checkbox"/>	37, Exh. U
c. a clear, concise school mission and vision statement that align with the target population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45-48
d. the needs and challenges of the student groups to be served	<input checked="" type="checkbox"/>	<input type="checkbox"/>	38-39
<b>2. Attendance</b>			
a. school year/academic calendar, number of school days and instructional minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7, 76-77, Exh. H&J
b. attendance expectations and requirements, including enrollment projections	<input checked="" type="checkbox"/>	<input type="checkbox"/>	55, 65, 67 Exh. J, K, U
c. master/daily schedule and proposed bell schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	76-77, Exh. J, K, H
<b>3. What It Means to Be an Educated Person in the 21st Century</b>			
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45-48 Exh. N
b. list of academic skills and qualities important for an educated person	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45-58, 58-59
c. list of general non-academic skills and qualities important for an educated person	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47-48, 56
<b>4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))</b>			
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	<input checked="" type="checkbox"/>	<input type="checkbox"/>	37-39, 48-50, 59-61, 66-70
b. description of learning setting (e.g. site-based matriculation, independent study, tech-based)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10, 27, 48-54
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content including subgroup populations such as English language learners (ELL), to master	<input checked="" type="checkbox"/>	<input type="checkbox"/>	59-61, 63-75, 94-107, Exh. F&G
d. process for developing or adopting curriculum and teaching methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
e. how the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations - the description demonstrates understanding of the likely ELL population - includes sound approach to identify and meet the needs of subgroup populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47, 48, 50, 64-65, 70, 74, 90-107, Exh. M&N
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107
g. a plan for professional development that aligns with the charter school's proposed program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	85-90 Exh. L

5. Materials, Including Technology			
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	46-47, 60, 65
b. what materials are available to students: student-to-computer ratio appears reasonable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	46
c. a description or plan for providing adaptive technology for SPED students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	106
d. Common Core technology standards, digital assessments, and professional learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	46-47, 60, 65, 68-70, 85-89, 91, 93
6. Annual Goals			
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45, 80-81, 108-114, Exh. N
b. goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate - additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80-81 Exh. N
c. specific annual actions designed to achieve the stated goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. N
7. Description Requirements for Charter Schools Serving High School Students			
a. how parents will be informed about the transferability of courses to other public high schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	78-79
b. how parents will be informed about the eligibility of courses to meet college entrance requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	78-79
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	78
d. how the exit outcomes will align to mission, curriculum and assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80, 111, Exh. I
f. planned graduation requirements and WASC accreditation are defined	<input checked="" type="checkbox"/>	<input type="checkbox"/>	79-80
<b>Comments by review team:</b> Why is remote learning called out separately on page 49 (i.e. is it different than independent study in some way)? On page 78, it indicates that SIOP is a MLL Intervention. How is that? On page 72-73, it indicates that CTE Pathways will be coming. What CTE Pathways?			
B. Measurable Student Outcomes			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(B)</a>	Evaluation Standard Met		Located on Page(s)
<b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Yes	No	
1. Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108
2. A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108
3. Specific annual actions designed to achieve the stated goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
5. Description of how pupil outcomes will address state content and performance standards in core academic areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
6. Description of how exit outcomes align to the mission and instructional design of the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
7. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
8. School-wide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108-114, Exh. N
<b>Comments by review team:</b>			

C. Student Progress Measurement			
Evaluation Criteria: <a href="#">E.C.§47605(c)(5)(C)</a> THE PETITION DESCRIBES, AT MINIMUM YES NO	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115-117
2. At least one assessment method or tool listed for each of the exit assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115-117
3. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115-117
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115-117
5. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115-117
<b>Comments by review team:</b>			
D. Governance Structure			
Evaluation Criteria: <a href="#">E.C.§47605(c)(5)(D)</a> THE PETITION DESCRIBES, AT MINIMUM YES NO	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	118, Exh. Q
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	31-33, 120
b. includes a set of bylaws and basic policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. Q
2. Evidence that the organizational technical designs of the governance structure reflect:			
- a seriousness of purpose to ensure that the charter will become and remain a viable enterprise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	119-123
- understanding and assurance of compliance with open meeting requirements			
3. Key features of governing structure including, but not limited to:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	118-122 Exh. Q
a. delineation of roles and responsibilities of the governing board and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	120-122
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	119
c. size/composition of board, board committees and/or advisory councils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	119-120
d. method for selecting initial board members and election/appointment for board member replacement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. Q, 118-119
4. A process for involvement or input of parents/guardians in the governance of the charter school including:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	122-123
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	122-123
b. a description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7, 118
5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. Q&X
6. A description and frequency of board trainings/workshops	<input checked="" type="checkbox"/>	<input type="checkbox"/>	121
7. Other important legal or operational relationships between the charter school and granting agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	119
<b>Comments by review team:</b> Some items such as ELAC/PAC minutes (p.102) and SARCs, not posted on website. Are they posted somewhere else?			

<b>E. Employee Qualifications</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(E)</a> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new in July 1, 2020)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6-7, 124, 126
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	121, 125-160
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	126-160
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	<input checked="" type="checkbox"/>	<input type="checkbox"/>	126
5. Roles and lines of authority for board and management positions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	125
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	126-160
7. Proposed teacher to student ratio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
<b>Comments by review team:</b>			
<b>F. Health and Safety Procedures</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(F)</a> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually	<input checked="" type="checkbox"/>	<input type="checkbox"/>	162-163 Exh. S
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	161
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	163
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	165-167
5. Health and safety practices for students and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	161-167, Exh. S
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	161-167, Exh. S
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6, 103, 212, Exh. S
<b>Comments by review team:</b>			

<b>G. Racial and Ethnic Balance</b>			
<u>Evaluation Criteria: E.C.§47605(c)(5)(G)</u> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	168-173
2. Practices and policies appear likely to achieve racial and ethnic balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	168-173
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	168-173
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	168-173
<b>Comments by review team:</b>			
<b>H. Admissions Requirements, If Applicable</b>			
<u>Evaluation Criteria: E.C.§47605(c)(5)(H)</u> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-6, 174-176, Exh. E&J
2. A clear description of admission policies that meet the state and federal permissive preferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	174-176
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-6, 168-172, 174-178
4. Proposed admissions and enrollment requirements, process and timeline, and includes :	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-7, 174-176, Exh. J&T
a. information to be collected through the interest form, application form, and/or enrollment form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-6, 176, Exh. J&T
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7, 175-176, Exh. J
5. Description of the public random drawing processes that coincide with state and federal laws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	175-176
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-6, 172, 174-176
<b>Comments by review team:</b>			

<b>I. Annual Independent Financial Audits</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(I)</a> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. The manner in which the audit will be conducted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
2. Procedures to select and retain an independent auditor including: - qualifications that will be used for the selection of an independent auditor - assurance that the auditor will have experience in education finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
3. Assurance that the annual audit will employ generally accepted accounting principles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
7. Who is responsible for contracting with and overseeing the independent audit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	177
<b>Comments by review team:</b>			
<b>J. Suspension and Expulsion Procedures</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(J)</a> <b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. A process for suspensions of fewer than 10 days, including	<input checked="" type="checkbox"/>	<input type="checkbox"/>	178-197
a. oral or written notice of the charges against the pupil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	189-192
b. if the pupil denies the charges, an explanation of the evidence that supports the charges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	189-194
c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	189-195
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	<input checked="" type="checkbox"/>	<input type="checkbox"/>	197-200
a. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	197-198
b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	198-200
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	200-201, Exh. J
4. Understanding of relevant laws protecting constitutional rights of students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	194, 199-200
a. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	199-200
b. explanation of how authorizer may be involved in disciplinary matters	<input checked="" type="checkbox"/>	<input type="checkbox"/>	194
<b>Comments by review team:</b>			

<b>K. California State Teacher Retirement System</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(K)</a>	Evaluation Standard Met		Located on Page(s)
<b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Yes	No	
1. A statement of what retirement options will be offered to employees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202
a. STRS (if STRS, then all teachers must participate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202
b. PERS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202
c. Social Security	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system			
- coverage will be offered to eligible employees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202, Exh R
- the charter school retains the option to elect the coverage at a future date			
- the charter school will not offer coverage			
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made	<input checked="" type="checkbox"/>	<input type="checkbox"/>	202
<b>Comments by review team:</b>			
<b>L. Public School Attendance Alternatives</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(L)</a>	Evaluation Standard Met		Located on Page(s)
<b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Yes	No	
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	203
<b>Comments by review team:</b>			
<b>M. Post-employment Rights of Employees</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(5)(M)</a>	Evaluation Standard Met		Located on Page(s)
<b>THE PETITION DESCRIBES, AT MINIMUM YES NO</b>	Yes	No	
1. School district employee's return employment rights, including	<input checked="" type="checkbox"/>	<input type="checkbox"/>	204, Exh. R
a. whether, and how staff may resume employment within the district or authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	204, Exh. R
b. the ability to transfer sick/vacation leave to and from charter and another LEA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	204, Exh. R
c. whether staff will continue to earn service credit (tenure) in district while employed at charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	204, Exh. R
2. Whether collective bargaining contracts of charter authorizer will be a controlling document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	204, Exh. R
<b>Comments by review team:</b>			

N. Dispute Resolution Procedures			
Evaluation Criteria: <a href="#">E.C.§47605(c)(5)(N)</a> THE PETITION DESCRIBES, AT MINIMUM YES NO	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	205
2. The process by which charter will resolve internal complaints and disputes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	206
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	206
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	206
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	206
<b>Comments by review team:</b>			
O. Closure Procedures			
Evaluation Criteria: <a href="#">E.C.§47605(c)(5)(O)</a> THE PETITION DESCRIBES, AT MINIMUM YES NO	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. The procedures to be used if the charter school closes, including:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208, Exh. U
a. who is the responsible entity/person that will conduct closure-related activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
3. A process of how charter will ensure a final audit of the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
a. an assurance it will be conducted within six months of closure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
b. the disposition of the charter school's assets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
c. plans for disposing net assets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	207-208
4. The transfer and maintenance of personnel records in accordance with applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	208
<b>Comments by review team:</b>			

Required Supplemental Criteria			
Financial/Administrative Plan			
Evaluation Criteria: E.C.§47605(h) The petition describes, at minimum Yes No	Evaluation Standard Met		Located on Page(s)
	Yes	No	
<b>1. A First Year Operational Budget</b>			
a. annual revenues and expenditures clearly identified by source	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
b. revenue assumptions in alignment with applicable state and federal funding formulas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
c. expenditure assumptions that reflect the school design plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
d. expenditure assumptions that reflect market costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
i. expenditures for reasonably expected legal services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
j. expenditures for special education excess costs consistent with current experiences in the school district/county office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
l. expenditures for required student meals that meet federal nutritional requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
m. the alignment of LCAP expenditures with the charter's budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
<b>2. Financial Projections Include a Clear Description of Planning Assumptions</b>			
a. revenues and expenditures correlate with the number/types of students by grade level in budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
b. expenditure assumptions correlate with the amount of staff in budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
c. expenditure assumptions correlate with the facility needs in budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
d. expenditure assumptions in alignment with overall school design plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
e. revenues based on state and federal funding guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
f. revenues based on reasonable potential growth in local, state and federal categories	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
g. revenues based on reasonable student growth projections	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
h. revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
i. timeline for any referenced grant applications to be submitted and funded	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
j. positive reserves are maintained in all three years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
k. fund balances are positive, or sources of supplemental working capital are identified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
<b>3. Start-Up Costs</b>			
a. reasonable allocation for all major start-up costs including:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
- staffing			
- facilities			
- equipment and supplies			
- professional services (i.e. food services, etc.)			
- technology materials			
- assessment systems/materials			
- legal costs			

b. in alignment with overall school design plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
c. potential funding sources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental

4. Cash Flow Projections for First 3 Years			
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
b. expenditures projected by month and corresponds with typical/reasonable schedules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
c. balance sheet accounts projected by month	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
d. show positive cash balance each month and/or identify sources of working capital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit U / Supplemental
5. Structure for Administrative Services and Operations			
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. R&X
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. X
c. plan and timeline to develop and assemble school business practices and expertise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. C
d. explanation of how school intends to manage risk, including any policies and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. X
e. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	118, 209, Exh. X
<b>Comments by review team:</b>			
Charter Management Organization, i.e. Entities Managing Charter Schools			
<a href="#">Evaluation Criteria: E.C.§47605(h)</a>	Evaluation Standard Met		Located on Page(s)
<b>The petition describes, at minimum Yes No</b>	Yes	No	
<b>1. Name and relationship of CMO to charter school, including</b>			
- roles			N/A
- responsibilities			
- payment structure			
- conditions for renewal/termination			
- investment disclosure			
2. CMO's role in the financial management of the charter and the associated internal controls	<input type="checkbox"/>	<input type="checkbox"/>	N/A
3. Other schools and/or companies managed by the CMO	<input type="checkbox"/>	<input type="checkbox"/>	N/A
4. CMO's history, philosophy, and past results operating other schools and/or companies	<input type="checkbox"/>	<input type="checkbox"/>	N/A
5. CMO's Form 990s for up to prior three years	<input type="checkbox"/>	<input type="checkbox"/>	N/A
6. Back office provider and description of support utilized by the charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	33-36, Exh. C
7. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	209-212, Exh. X
8. Affirmation that the CMO/back office provider will provide timely submissions of request for information items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	209-212, Exh. X
<b>Comments by review team:</b> No CMO, so 1 through 5 are blank.			
Facilities			
<a href="#">Evaluation Criteria: E.C.§47605(h)</a>	Evaluation Standard Met		Located on Page(s)
<b>The petition describes, at minimum Yes No Page(s)</b>	Yes	No	
<b>1. Location of Facility</b>			
a. the types and the location of the charter school facility that the petitioner proposes to operate, including			52-54, Exh. S
- size and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
- safety			
- educational suitability			
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	212 Exh. Y&U
c. assessment and analysis of anticipated facilities needs and viability of potential sites	<input type="checkbox"/>	<input type="checkbox"/>	N/A

<b>2. Current and Projected Availability</b>			
a. current and projected availability of each charter school site, and schedule for securing the facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52-54. Exh. U
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6, 103, 212, Exh. S
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. U
d. statement whether a request will be made for use of authorizer-owned facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	212
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. Y
<b>Comments by review team:</b>			
<b>Impact Statement</b>			
<a href="#">Evaluation Criteria: E.C.§47605(h)</a>	Evaluation Standard Met		Located on Page(s)
<b>The petition describes, at minimum</b>	Yes	No	
1. Number of students anticipated to enroll	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. U
2. Identification of whether charter will request to purchase support services from authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	211-212
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
4. Processes and policies between charter and authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	119, 209, 210, 213
a. includes process, activities and associated fees for oversight of charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
b. includes processes, timelines, and evaluation criteria for annual review and site visits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	209
d. includes process, timelines and evaluation criteria for charter renewal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
e. outlines other important legal or operational relationships between authorizer and charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
5. Criteria and procedure for the selection of a contractor, if applicable, including			
- process for determining necessary expertise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	212, Exh. X
- selection of the contractor or contractors, if applicable			
6. Potential civil liability effects, if any, upon the school and the authorizer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	213
<b>Community Impact</b>			
<a href="#">Evaluation Criteria: E.C.§47605(c)(7)</a>	Evaluation Standard Met		Located on Page(s)
<b>The petition describes, at minimum</b>	Yes	No	
1. How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supplemental
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supplemental
<b>Comments by review team:</b>			
<b>Special Education</b>			
<a href="#">Evaluation Criteria: E.C.§47641(a) and E.C.§47646</a>	Evaluation Standard Met		Located on Page(s)
<b>The petition describes, at minimum</b>	Yes	No	
1. The school's special education structure (3 options)			102
a. charter school will be an independent LEA for special education purposes, or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. charter school will be a school within the district			
c. the charter school will be a SELPA			
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107, Exh. P&U
a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join			
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107, Exh. U
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107

5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104-105
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104-105
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104
8. Includes the following assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104
a. the charter will comply with all provisions of IDEA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107
b. no student will be denied admission based on disability or lack of available services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-104
c. a Student Study Team process will be implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	91-93
d. any student potentially in need of Section 504 services will receive such services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	103-104
<b>If the charter will not be an independent LEA</b>			
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs	<input type="checkbox"/>	<input type="checkbox"/>	N/A
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<b>If the charter school is an independent LEA within a SELPA</b>			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102
2. Includes current operating budget in accordance with E.C. §42130 and E.C. §42131	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. U
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	107, Exh. U
4. Asserts responsibility for any legal fees relating to the application and assurances process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-103, 107, Exh. U
5. Demonstrates it is located within SELPA's geographical boundaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102, 107
6. Asserts all instruction will be in a safe environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104-107
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	102-107
<b>Comments by review team:</b>			
<b>Required Declaration</b>			
<a href="#">Evaluation Criteria: E.C. §47605(c)(6)</a> <b>The petition describes, at minimum</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
<b>Required Affirmations</b>			
<a href="#">Evaluation Criteria: E.C. §47605(e)</a> <b>The petition describes, at minimum</b>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Affirmation that the school will be nonsectarian in its - programs - admission policies - employment practices - and all other operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
2. Affirmation that the school shall not charge tuition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5-8
<b>Comments by review team:</b>			

<b>Alternative Education Charter School Criteria</b>			
<b>For Alternative education Charter Schools, If Applicable</b>			
<b>Evaluation Criteria: <a href="#">E.C. §58500 - 58512</a></b> <b>The petition describes, at minimum</b>	<b>Evaluation Standard Met</b>		<b>Located on Page(s)</b>
	<b>Yes</b>	<b>No</b>	
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
3. Clearly articulated mission and purpose to recruit and educate high-risk students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	39
4. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. N
5. Required assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11
<b>Independent Study Supplemental Criteria</b>			
<b>Independent Study/Non-Classroom based Instruction</b>			
<b>Evaluation Criteria: <a href="#">E.C. §51745</a></b> <b>The petition describes, at minimum</b>	<b>Evaluation Standard Met</b>		<b>Located on Page(s)</b>
	<b>Yes</b>	<b>No</b>	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80, Exh. J&K
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8, 48, 80, Exh. J
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5 (a)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	55, Exh. J
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
c. The specific resources, including materials and personnel that will be made available to the pupil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exh. J
<b>Comments by review team:</b>			

## **MLA Answers to Review Team Questions**

### **Exhibit R Employee Handbook:**

The typographical error on Exhibit R, Employee Handbook, has been updated. Please see the updated version which is placed in the petition.

### **Element A – Program Questions:**

**Why is remote learning called out separately on page 49 (i.e. is it different than independent study in some way)?**

Remote Learning was listed separately to distinguish between Marconi Learning Academy's (MLA) in-person instruction (face-to-face) model, as seen with our Independent Study program, and a virtual instruction option (Remote Learning) available to students delivered in the home via technology through a blended learning approach. Regardless of the instructional delivery, all students still have access to highly qualified teachers and benefit from one-on-one instruction.

It is important to note that, unlike a full virtual independent study program, our Remote Learning option is performed using a blended learning model, where students are brought back into in-person instruction on a periodic basis, especially if it is determined they need more direct support or would benefit from additional help that our learning centers can provide. Furthermore, we find that students may participate remotely for elective courses or in core courses they are confident in, but prefer in-person instruction for those courses they need additional support in.

**On page 78, it indicates that SIOP is a MLL Intervention. Please explain in more depth.**

The SIOP Model can function as an intervention model as it is not a rigid curriculum but instead acts as a flexible umbrella that integrates with other initiatives like RTI, PBIS, and Differentiated Instruction. It enhances these models by embedding language objectives and scaffolding strategies tailored to ELs. This model also supports Culturally Responsive design as it acknowledges the diverse educational and cultural backgrounds of ELs. It encourages the use of supplementary materials, background knowledge activation, and oral language development to make lessons meaningful and inclusive.

SIOP has 8 components in its framework. These 8 components give support to ML students and when teachers use these strategies and extended learning practices together it can make core content more accessible to them.

The SIOP Model includes the following eight components:

<b>1. Lesson Preparation</b>	<b>5. Interaction</b>
<b>2. Building Background</b>	<b>6. Practice and Application</b>
<b>3. Comprehensible Input</b>	<b>7. Lesson Delivery</b>
<b>4. Strategies</b>	<b>8. Review and Assessment</b>

**On page 72-73, it indicates that CTE Pathways will be coming. What CTE Pathways?**

Through the Golden State Pathways Grant, MLA now offers Child Development as part of the Education Pathway.

We are developing a Health Pathway that includes Certified Nursing Assistants.

We are also introducing a Public Service Pathway with guard card certification (for students 18+) and STEM/Robotics.

Currently, MLA students are enrolled in three CTE courses: Integrated Health and Patient Care, Child Development, and Child, Family, and Society. In addition, students have the opportunity to complete dual enrollment classes, which count toward general education requirements.

**ELAC and PAC meeting minutes on website:**

The ELAC and PAC meeting minutes are posted on the school's website location at:

About Us/Committees/English Learning Advisory Committee (ELAC) Meetings

<https://marconilearning.org/elac-meetings/>

About Us/Committees/Parent Advisory Committee (PAC) Meetings

<https://marconilearning.org/parent-advisory-committee-pac-meetings/>

The SARC reports are posted on the school's website located at:

About Us/Accountability/SARC Reports

<https://marconilearning.org/sarc-reports/>

**Community Impact statement:**

MLA seeks authorization for renewal from SJUSD to continue to operate and serve students in grades nine through twelve. Since 2018, MLA has served the interests of the entire MLA and Sacramento communities by offering students a personalized learning program, trauma-informed trained staff, targeted community services, and access to MLA's learning

center. MLA, in conjunction with community partners, works collaboratively to recover, reengage, and move these students towards graduation and post-secondary opportunities. MLA's data-driven, flexible model allows students to recover credits at their own pace in an environment predicated on student choice and voice. MLA serves students who are experiencing barriers such as homelessness, pregnancy, foster care, learning disabilities, ostracism from peer groups through bullying and gang activity, as well as students who need to work or to care for family members.

In addition, MLA and its learning center will have no impact on the existing services, academic offerings, or programmatic offerings in the Sacramento community because MLA is specifically designed to serve opportunity youth who are highly transient, disengaged, and significantly credit deficient, and have few options to achieve a high school diploma. These students have not been successful within the traditional educational programs due to personal, socioeconomic, and academic challenges and often become disengaged within the classroom or with school all together.

Finally, MLA is unique in its continuing partnerships with surrounding school districts and schools in providing credit recovery opportunities for students who have fallen behind with their credits or are at risk of being retained due to failing grades. These partnerships are vital to keeping students in school and in allowing students opportunities to remain at their school of residence on track to graduate with their classmates. MLA understands that it takes a community to raise a child; therefore, its success is dependent on its partnerships with SJUSD, nonprofit social service agencies, workforce development programs, and industries within the Sacramento community and Sacramento County. MLA will collaborate with SJUSD to keep all students engaged in school, address the dropout crisis, and do its part in ensuring a healthy community.

### **Fiscal Items**

#### **Contacts:**

Lindsay Dooley, V.P. of Finance, [LDooley@llac.org](mailto:LDooley@llac.org), Cell 469-463-7337

Chay Eng, Controller, [ceng@llac.org](mailto:ceng@llac.org), Cell 626-298-0147

**SUBJECT:** Updated Legislative Principles and Priorities (Allen) - 8:05 p.m.

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Discussion/Action: The superintendent is recommending that the board discuss and adopt the updated Legislative Principles and Priorities.

**RATIONALE/BACKGROUND:**

The San Juan Unified School District values strong partnerships with state, local and federal government decision-makers. The goal of the district’s government affairs program is to inform and shape policy and fiscal decisions that address our district mission: setting high expectations for academic achievement rooted in equity and unity, and creating supportive learning experiences in which all students, families and staff can excel and thrive.

Board Policy 1160: Political Practices that affirms the board’s authority, via the superintendent or designee, to engage in advocacy at the local, state, and federal levels. The policy requires the board to adopt overarching legislative priorities before each two-year legislative session, which are aligned with the district’s strategic plan and are intended to define focus areas for staff’s advocacy work, such as determining whether to take or communicate a formal position on pending legislation.

Last year, the board adopted priorities representing one of five high-level focus areas to provide staff the guidance and flexibility needed to engage on a broad range of legislative, fiscal, and regulatory matters. The proposed updates to the priorities reflect changes to needs and conditions as we enter the second year of the legislative session.

**ATTACHMENT(S):**

1. [DRAFT Updated 2025-26 Legislative Priorities](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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



## Introduction

The San Juan Unified School District values strong partnerships with state, local and federal government decision-makers. Together, we can inform and shape policy and fiscal decisions that address our shared interests: setting high expectations for academic achievement rooted in equity and unity, and creating supportive learning experiences in which all students, families and staff can excel and thrive.

As one of the top 10 largest school districts in California, San Juan Unified serves the diverse needs of more than 39,000 TK-adult learners across 68 schools in the capital region, and nearly 61% of our students are identified as low-income, English Learner, and/or in the foster care system. The principles and priorities outlined below are aligned with the district's five-year strategic plan and are intended to define focus areas that will guide the district's advocacy efforts during the 2025-26 state legislative session.

These priorities are not intended to propose or advance specific policy; rather, each represents one of five high-level focus areas that will provide staff the guidance and flexibility needed to engage on a broad range of legislative, fiscal, and regulatory matters that may arise.

## Guiding Principles

The four directions found in the district's 2024-29 strategic plan, developed through extensive community input, serve as the guiding principles for all San Juan Unified advocacy efforts and the development of legislative priority areas (pages 2-3):

**Advance and Support Student Success:** Deliver high quality, equitable and supportive academic instruction and social-emotional learning for every student in preparation for post-secondary education, career and life.

**Prioritize Equitable Practices:** Integrate our commitment to educational justice throughout San Juan Unified by ensuring all students, families and staff members have fair access, opportunity and resources to learn, grow and thrive regardless of background, identity or ability.

**Enhance Employee Systems and Supports:** Innovate and strengthen systems to prioritize employee wellness and cultivate a thriving workforce.

**Engage Students, Families, and Community as Valued Educational Partners:** Expand meaningful engagement opportunities with students, families and community members to amplify all voices, provide equitable access, and create safe and welcoming environments throughout the district.



## 2026 Legislative Priority Areas

### **Accelerate Student Achievement through Adequate, Ongoing Funding**

Education funding continues to be subject to volatility in the overall economy and state finances. Efforts by the legislature and governor to stabilize funding in recent years have been appreciated but continue to rely on the use of one-time funding allocations that complicate the long-term delivery of academic improvement strategies. Additionally, new programs or mandates must come with additional funding for implementation.

### **Bolster the Education Workforce**

Staffing shortages in critical positions continue to burden school systems throughout the state and nation. Innovative and unique efforts such as recruitment incentives, residency programs and flexibility in credentialing are needed to ensure the needs of our students can be met. San Juan Unified urges support for programs that have demonstrated effectiveness to recruit in hard to fill positions and for continued partnership between the state and local educational agencies on additional strategies.

### **Create and Enhance Safe, Inspiring Learning Environments**

**Facilities:** San Juan Unified has invested heavily in modernizing its schools, enhancing health and safety measures, and creating innovative and inspiring learning centers and community hubs. Yet like many school systems across California, the district's remaining facilities needs - more than \$3 billion - far surpass available funding. San Juan Unified will support efforts that allow the district to maximize available funding, avoid or eliminate barriers to projects, and better position its schools to meet the demands of expanding access to priority initiatives such as school meals, early education opportunities, and college and career readiness programs.

**Physical and Emotional Safety:** The physical and emotional safety of students is paramount to their success at school. San Juan Unified encourages continued focus on investments and policy that will sustain and strengthen ongoing efforts to address student wellbeing and the complex and intensifying behavioral and mental health needs of our students. Additionally, it will be important that fiscal and policy proposals help school systems maintain and, where necessary, grow crucial physical safety investments, including the personnel who provide additional student supervision and social emotional support, cybersecurity and building security enhancements.



## **Ensure Success of Growing Educational Programs**

**Early learning:** The recent expansion of transitional kindergarten programs provides a foundational opportunity to advance learning for our students. San Juan Unified supports continued investment in resources and programs that help ensure quality early learning and expanded access including policies that support the growth and success of the early educator workforce and implementation of staffing and facilities requirements.

**College and career readiness:** San Juan Unified believes every graduate should be prepared for their journey after high school. State and partner support for programs such as Career Technical Education (CTE) and dual enrollment have been strengthened in recent years. Momentum must continue to build to remove barriers to student access in these areas and ensure high-quality learning aligned to industry and post-secondary education needs.

## **Meet Evolving Student Needs**

**Newcomer students:** San Juan Unified continues to welcome hundreds of newcomer students into its classrooms; since the 2021-22 school year, the number of newcomers enrolled in district schools has increased by nearly 60 percent and continues to rise. Many of these students are refugees - nearly 1,800 in the 2023-24 school year. San Juan Unified supports efforts to examine the fiscal and policy implications of helping schools create safe, stable and successful transitions for newcomer students and families.

**Special Education:** Additionally, San Juan Unified educators and staff continue to create opportunities for students with disabilities to excel and thrive as enrollment grows and individual student needs become more acute. Increased state and federal investments are needed to ensure our schools can continue providing our most vulnerable students with the learning conditions and services they deserve.

## **Provide Stability in Services and Programs**

With a high level of change and uncertainty in federal education programs, some of California's most vulnerable learners face potential disruptions to their learning environments. Federal services directly support efforts such as early childhood education, newcomer support, student meals and special education. San Juan Unified believes that state and local efforts should be undertaken to minimize disruptions to student learning and to the greatest degree possible provide smooth transitions when changes to federal programs occur.

**SUBJECT: Public Hearing: Conveyance of Easement at Arcade Middle School to the County of Sacramento (Camarda) - 8:15 p.m.**

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

**Public Hearing/Action:** The superintendent is recommending that the board call a public hearing to solicit public comment and adopt Resolution No. 4239, declaring the conveyance of an easement at Arcade Middle School to the County of Sacramento.

**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. 4239](#)
2. [Easement Documentation and Exhibit](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 10/28/2025

Superintendent's Cabinet: 10/20/2025, 11/10/2025

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Nicholas Arps, Director, Facilities, Construction and Modernization

**APPROVED BY:**

Frank Camarda, Chief Operations Officer  
Trent Allen, Acting Superintendent of Schools

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

**RESOLUTION NO. 4239**

**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 Number (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 public utility purposes over an area of real property on APNs 255-0070-004-0000 and 255-0070-005-0000, as generally described and depicted in Exhibit A (“Easement Area”) and

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

**WHEREAS**, the Easement is not now and will not at the time of delivery of possession to County be needed exclusively for classroom or other purposes by the District;

**WHEREAS**, it is in the best interest of the District to transfer the Easement to County in that County will maintain the public utility improvements;

**WHEREAS**, pursuant to Education Code section 17557, et seq., the District adopted a Resolution of Intention to Convey Easement at its meeting of October 28, 2025, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on November 18, 2025; and

**WHEREAS**, no written protests were filed in connection with the proposed conveyance of said Easement.

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

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

**Section 2** Conveyance of Easement. Pursuant to Education Code sections 17556, et seq., the District hereby conveys to County the above-described Easement for so long as such Easement is used for the aforesaid purposes. Whenever the Easement is no longer used for said purpose, the interest hereby conveyed shall automatically revert to the District or its successors.

**Section 3** Execution of Easement Deed. The Secretary of Board of Education of the District is hereby authorized to execute an easement deed or deeds for the conveyance of the Easement to County on behalf of the District, subject to such changes to the terms of the easement deed or

Attachment 1

deeds as may be necessary or appropriate to carry out the provisions of this authorizing Resolution.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on November 18, 2025, 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 C



**SUBJECT: Public Hearing: Conveyance of Easement at Katherine Johnson Middle School to the Sacramento Area Sewer District (Camarda) - 8:20 p.m.**

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

**Public Hearing/Action:** The superintendent is recommending the board call a public hearing to solicit public comment and adopt Resolution No. 4241, declaring the conveyance of an easement at Katherine Johnson Middle School to the Sacramento Area Sewer District.

**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. 4241](#)
2. [Easement Documentation and Exhibit](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 10/28/2025

Superintendent's Cabinet: 10/20/2025, 11/10/2025

**FISCAL IMPACT:**

N/A

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

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

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

**RESOLUTION NO. 4241**

**WHEREAS**, San Juan Unified School District (“District”) owns real property located at 2641 Kent Drive, Sacramento, California, in the County of Sacramento, State of California, 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 County an easement (“Easement”) for public utility purposes over an area of real property on APN 268-0290-001-0000, as generally described and depicted in Exhibit A (“Easement Area”) and

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

**WHEREAS**, the Easement is not now and will not at the time of delivery of possession to SacSewer be needed exclusively for classroom or other purposes by the District;

**WHEREAS**, it is in the best interest of the District to transfer the Easement to SacSewer in that SacSewer will maintain the public utility improvements;

**WHEREAS**, pursuant to Education Code section 17557, et seq., the District adopted a Resolution of Intention to Convey Easement at its meeting of October 28, 2025, published and posted such Resolution as prescribed, and thereafter held a public hearing on such conveyance on November 18, 2025; and

**WHEREAS**, no written protests were filed in connection with the proposed conveyance of said Easement.

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

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

**Section 2** Conveyance of Easement. Pursuant to Education Code sections 17556, et seq., the District hereby conveys to SacSewer the above-described Easement for so long as such Easement is used for the aforesaid purposes. Whenever the Easement is no longer used for said purpose, the interest hereby conveyed shall automatically revert to the District or its successors.

**Section 3** Execution of Easement Deed. The Secretary of Board of Education of the District is hereby authorized to execute an easement deed or deeds for the conveyance of the Easement to

Attachment 1

SacSewer on behalf of the District, subject to such changes to the terms of the easement deed or deeds as may be necessary or appropriate to carry out the provisions of this authorizing Resolution.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on November 18, 2025, 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: \_\_\_\_\_  
 NUMBER OF PAGES \_\_\_\_\_ DATE \_\_\_\_\_  
 DATA REQUESTED HERE IS NOT REQUIRED BY LAW.      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

S89°10'00"E  
6.29'

S89°10'00"E  
20.00'

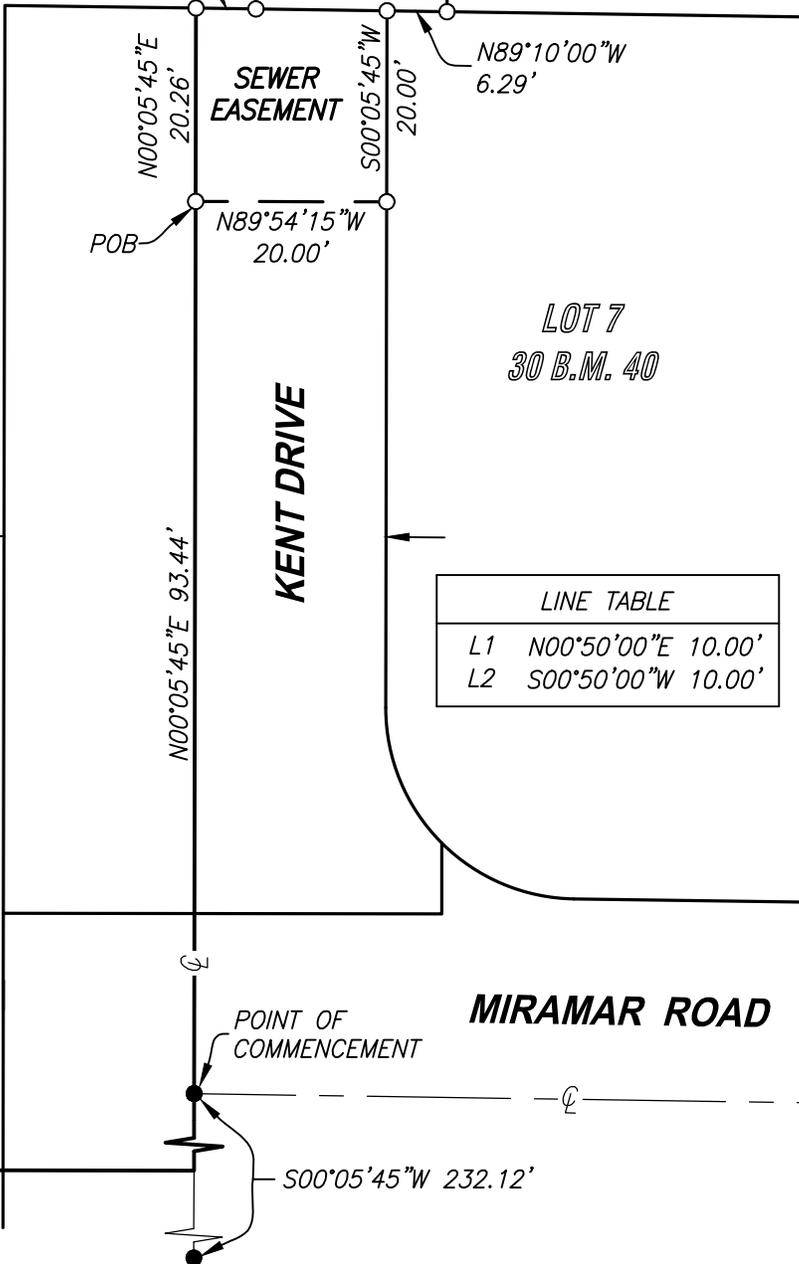
SEWER  
EASEMENT

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

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

212  
14 B.M. 33

SCALE  
1" = 20'



LOT 7  
30 B.M. 40

KENT DRIVE

LINE TABLE	
L1	N00°50'00"E 10.00'
L2	S00°50'00"W 10.00'

MIRAMAR ROAD

POINT OF  
COMMENCEMENT

S00°05'45"W 232.12'

LEGEND:

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

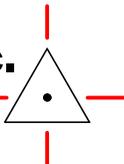
**20' SEWER EASEMENT  
A PORTION OF LOT 213, 14 B.M. 33  
SECTION 30 OF RANCHO DEL PASO  
COUNTY OF SACRAMENTO, CALIFORNIA**



**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  
BOARD OF EDUCATION**

**AGENDA ITEM:** G.7

**MEETING DATE:** 11/18/2025

**SUBJECT: Set Annual Organizational Meeting (Board) - 8:25 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board set Tuesday, December 16, 2025, at 6:30 p.m., as the date and time for the annual organizational meeting.

**RATIONALE/BACKGROUND:**

Under the provisions of Education Code section 35143, the governing board is required to set an annual organizational meeting. In years in which there is not a regular election for governing board members, the organizational meeting "shall be held on any date in December, but no later than December 20." The period for the 2025 annual organizational meeting is between December 1, 2025, and December 20, 2025. The Sacramento County Office of Education will be notified of the day and time selected.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 11/10/2025

**FISCAL IMPACT:**

N/A

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

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

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

I  
11/18/2025

**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
Public Hearing No. 1: Alexander Twilight Secondary Academy Renewal Petition – PH/D	Oaxaca
Public Hearing No. 1: Alexander Twilight College Preparatory Academy Renewal Petition – PH/D	Oaxaca
*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	Schnepf
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

**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

**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
Public Hearing No. 2: Alexander Twilight Secondary Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
Public Hearing No. 2: Alexander Twilight College Prep Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
*Audit Reports for Measures J, N, P and S – A	Ryan
*Resolution: District School Board Election Order – A	Board

**MARCH 24**

Recognition: Week of the Young Child (Apr. 4-10) – A	Townsend-Snider
Recognition: School Library Month (April) – A	Dale
Bond Project Update – R	Camarda
Technology Update – R	Skibitzki
*New High School Courses – A [Discussed 03/10/26]	Dale
*Head Start and Early Head Start Grant Application 2026-2027 – A	Townsend-Snider

**APRIL 14**

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

**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]	Dale

**MAY 12**

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