



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

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

Board of Education Agenda
September 22, 2026

PUBLIC PARTICIPATION GUIDELINES

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

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

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

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

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

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

1. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Executive Director, Labor and Government Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

D. APPROVAL OF MINUTES

1. Minutes - September 8, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for September 8, 2026, regular meeting, pages 2788-2792.

E. RECOGNITION - 6:35 p.m.

1. Week of the School Administrator (Henry)

Action: The superintendent is recommending that the board adopt Resolution No. A-471 proclaiming the week of October 12 – 18, 2026, as the Week of the School Administrator.

F. ORGANIZATIONS/ANNOUNCEMENTS - 6:40 p.m.

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

G. VISITOR COMMENTS - 6:50 p.m.

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

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

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

1. Personnel Report

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

2. Purchasing Report

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

3. Financial Report

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

4. Surplus Property

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

5. Gifts

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

6. New Board Policy 6173.1 Education For Foster Youth

The superintendent is recommending that the board adopt the proposed new Board Policy 6173.1 Education For Foster Youth.

I. CONSENT CALENDAR (continued, if necessary)

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

J. BUSINESS ITEMS

1. **Public Hearing: Sufficiency of Textbooks and Instructional Materials (Dale) - 7:25 p.m.**

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing to discuss and adopt Resolution No. 4274 stating that each pupil in each school in the district has sufficient textbooks and instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.

2. **Public Hearing No. 1: Options For Youth Charter School Renewal Petition (Oaxaca) - 7:30 p.m.**

Public Hearing/Discussion: The superintendent is recommending that the board hold a public hearing and discuss the Options For Youth renewal petition. The term for this charter will expire on June 30, 2027, unless approved for renewal by the Board of Education. Action anticipated: 12/15/2026.

3. **Process for Appointee Selection in Trustee Area 1 (Allen) - 7:40 p.m.**

Discussion: The superintendent is recommending the board discuss and give staff direction on the criteria members would like to use to evaluate candidates who apply to fill the vacancy in Trustee Area 1.

4. **Board Ad Hoc Committee Discussion (Gaddis) - 7:55 p.m.**

Action: The superintendent is recommending that the board approve the revised governance handbook and Board Bylaw 9200.

K. BOARD REPORTS - 8:05 p.m.

L. FUTURE AGENDA - 8:15 p.m.

1. Tentative future agenda items

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

M. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

N. ADJOURNMENT - 8:20 p.m.

NOTE: The times indicated are approximate.

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

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

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

Mission Statement

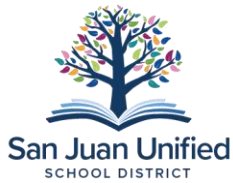
We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and

thrive.

San Juan Unified Land Acknowledgement

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

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



San Juan Unified School District

Board of Education

3738 Walnut Avenue, Carmichael, California 95608

**Board of Education Minutes
September 8, 2026**

Regular Meeting

Board of Education

5:30 p.m.

Open Session/Call to Order (A)

At 5:30 p.m., the September 8 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website.

Roll Call

Present:

Tanya Kravchuk, president

Manuel Perez, vice president

Nick Bloise, clerk

Zima Creason, member

Pam Costa, member

Ben Avey, member

Vacant:

Trustee Area 1, 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 discuss one personnel matter – superintendent's goals for 2026-2027 (Government Code section 54957) and to discuss collective bargaining matters – discussion with negotiator Daniel Thigpen, Executive Director, Labor and Government Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m., the September 8 regular meeting was called back to order by the president, Tanya Kravchuk. Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Mr. Perez, seconded by Mr. Bloise, that the minutes of the August 25 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Costa, Avey].

High School Student Council Reports (E-1)

Student Representatives Katie Sue Amerine and Chris Reyes from El Camino Fundamental High School and Ojehi Benito-Oserogho and Stephanie Hernandez from Encina High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-6)

There were no closed session actions to report.

Visitor Comments (F)

Joe Selewicz spoke about the community meeting regarding the Rio Americano High School stadium project.

Allyson Grimm expressed concerns regarding staffing for the district's Deaf and Hard of Hearing program.

Cameron Estrada expressed concerns regarding staffing for the district's Deaf and Hard of Hearing program.

Raymond Anderson shared information about the Kaiden Project K-12.

Dale Vaira spoke about the stadium project at Rio Americano High School and its impact on the American River Parkway.

Lisa Phenix spoke about the cell tower and stadium projects at Rio Americano High School.

Philip Vercrussen expressed opposition to the stadium project at Rio Americano High School.

Betsy Weiland spoke about the American River Parkway and educational opportunities.

Meisi Xie spoke about food waste disposal processes at school sites.

Ryan Digman expressed support for the appointment process to fill the Area 1 vacancy.

Consent Calendar Approved (G-1/G-8)

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

Personnel Report (G-1)

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

Purchasing Report (G-2)

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

Notices of Completion (G-3)

Notices of Completion – approved as submitted.

Surplus Property Report (G-4)

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

Gifts (G-5)

Acceptance of gifts to Family and Community Engagement (FACE) Department, Laurel Ruff Transitional School and Thomas Kelly Elementary School.

Proposed Revisions to Board Bylaw Exhibit 9270 Conflict of Interest (G-6)

Approval of the proposed revisions to Board Bylaw Exhibit 9270 Conflict of Interest. (Discussed: 08/25/2026).

High School Athletics - Revised CIF Representatives for 2026-2027 (G-7)

Approval of the updated California Interscholastic Federation (CIF) Athletic League representatives for Bella Vista High School, Casa Roble Fundamental High School, El Camino Fundamental High School, Encina High School and Mira Loma High School.

Resolution No. 4271: Gann Appropriation Limits for 2025-2026 and 2026-2027 (G-8)

Adoption of Resolution No. 4271, approving Gann Appropriation Limits for 2025-2026 and 2026-2027.

Summer Learning Update (I-1)

Assistant Superintendent of Elementary Education and Programs Amberlee Townsend-Snider; Special Education Program Administrator Dayle Cantrall; Director II of Early Education and Expanded Learning Becky Marsolais, Ed.D.; Director of Equity and Student Achievement Crista Koch; Title I Program Manager Amy Besler and Assistant Superintendent of Secondary Education and Programs Kristan Schnepf gave a presentation on student learning that took place during the summer of 2026. Ms. Townsend-Snider introduced the topic, shared planning information and introduced staff members who provided information about the implementation and impact of their respective summer learning programs. Ms. Cantrall spoke about the Special Education Extended School Year (ESY) program. Dr. Marsolais discussed Bridges, Discovery Club and Camp Winthers programs. Ms. Koch shared information about the newly launched newcomer high school program. Dr. Besler spoke about Camp Kinder and Camp Invention. Ms. Schnepf provided information about the K-8 enrichment and high school credit recovery programs, as well as high school summer internship opportunities.

Board members made comments and posed questions, which staff addressed. Ms. Costa commented on participation numbers and the Camp Winthers music camp, Camp Kinder and credit recovery programs. Ms. Creason spoke about the credit recovery programs, suggested celebrating students who experience delays in earning their diplomas and recommended offering dual enrollment opportunities during the summer. Mr. Avey expressed appreciation for the summer learning programs, noting the independence and leadership opportunities provided by Camp Winthers; inquired about the availability of high school courses during the summer for students on the traditional schedule; and commented on the summer school registration timeline, noting that having information available earlier in the school year is helpful for families planning in advance. Ms. Kravchuk commented on the elementary and special education programs and inquired further about the newcomer program; suggested using assessments in future years to measure program impact and provide data to evaluate the use of funds; and asked about high school credit recovery, specifically regarding attendance and students who do not complete courses.

New Board Policy 6173.1 Education For Foster Youth (I-2)

Assistant Superintendent of Educational Services, Harvey Oaxaca, Ed.D. presented the newly proposed Board Policy 6173.1 Education For Foster Youth for discussion which incorporates updates to education code and district practices. Ms. Kravchuk expressed appreciation for the new policy and acknowledged the unique challenges faced by this student group. Action was scheduled for September 22.

2025-2026 Unaudited Actuals and 2026-2027 Budget Revisions (I-3)

Chief Financial Officer, Joel Ryan, presented the 2025-2026 unaudited actuals and 2026-2027 revised budget. Mr. Ryan reviewed the 2025-2026 unaudited actuals, highlighting three main points: the unrestricted fund balance decreased, the restricted fund balance increased, and the district ended the year in good financial standing. Mr. Ryan also explained the significant changes to the 2026-2027 budget since its adoption last June, presented the list of other considerations and shared next steps. Board members made comments and posed questions, which Mr. Ryan addressed. Mr. Avey acknowledged the healthy budget, expressed appreciation for the other considerations slide and noted the declining enrollment numbers. Ms. Creason spoke about the ending fund balance, planned deficit spending and the accuracy of budget projections. Ms. Kravchuk commented on the budget projections, the list of other considerations, declining enrollment and increased costs.

It was moved by Ms. Creason, seconded by Ms. Costa, to accept the unaudited actuals for 2025-2026 and approve the revisions to the 2026-2027 budget. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Costa, Avey].

Public Hearing No. 1: Gateway International School Charter Renewal Petition (I-4)

Dr. Oaxaca presented the item and then introduced staff members representing the charter school. Gateway Community Charters Assistant Superintendent Joi Tikoi and Gateway International School (GIS) Principal Michael Maita gave a presentation about the charter school.

Ms. Kravchuk declared the topic of the Gateway International School charter renewal petition a public hearing and invited the public to speak.

Public Comments:

Chioma Emezi shared information about her experiences as a GIS parent.

Katie Pugach shared information about her experiences as a GIS teacher.

Remas Alchalabi shared information about her experiences as a GIS student.

Israel Bernal, speaking on behalf of his wife, shared information about her experiences as a GIS parent.

There being no further comments from the public, Ms. Kravchuk declared the public hearing closed.

Board members made comments. Mr. Perez reported that he attended the GIS ribbon-cutting ceremony to celebrate the new transitional kindergarten spaces. Ms. Kravchuk acknowledged GIS for its Capturing Kids' Hearts National Showcase recognition. Action was scheduled for November 17.

Presentation of Initial Proposals from California School Employees Association and it's San Juan Chapter No. 127 (CSEA) to the San Juan Unified School District (District) for the 2026-2029 Successor Agreement General and Operations Support Units (I-5)

Executive Director of Labor and Government Relations Daniel Thigpen presented the initial proposals from California School Employees Association and it's San Juan Chapter No. 127 (CSEA) to the San Juan Unified School District (District) for the 2026-2029 Successor Agreement General and Operations Support Units. There were no questions from the board.

Resolution No. 4273: Filling Trustee Area 1 Vacancy (I-6)

Chief of Staff Trent Allen presented two options for filling the Area 1 vacancy resulting from the resignation of Trustee Abid Stanekzai. Mr. Allen explained that, within 60 days of a vacancy, Education Code 5091 requires the board to fill the seat through either a provisional appointment or by calling for a special election. Mr. Allen discussed the timeline and cost associated with each option and noted that the appointed or elected individual would serve through the end of the current term, which ends in November 2028.

Visitor Comment:

Patsy McGavock spoke about representation in Trustee Area 1.

Board members made comments and posed questions, which staff addressed. Mr. Avey expressed support for the appointment process, noting differences from the previous special election. Ms. Costa expressed support for the appointment process, noting the quicker timeline and cost savings. Mr. Perez expressed support for a special election, acknowledging the higher cost but noting it would allow the residents of Area 1 to choose their representative. Ms. Creason said she supports the appointment process and encourages community involvement. Mr. Bloise expressed support for the appointment process, noting that if an individual is not appointed, the process could still allow the public to hear from viable candidates before proceeding to a special election. Ms. Kravchuk expressed support for the appointment process and asked clarifying questions regarding the timeline and advertisement of the vacancy.

It was moved by Ms. Creason, seconded by Ms. Costa, to adopt Resolution No. 4273 declaring the intent to make a provisional appointment. MOTION CARRIED 5-1 [AYES: Kravchuk, Bloise, Creason, Costa, Avey; NOES: Perez]

It was moved by Mr. Perez, seconded by Ms. Creason, to appoint Ms. Costa and Mr. Bloise as committee members to review the eligibility of area 1 applicants. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Costa, Avey].

Board Ad Hoc Committee Discussion (I-7)

General Counsel Fhanysha Gaddis introduced the item and explained the work of the ad hoc committee, which met three times over the summer. Ms. Gaddis presented the ad hoc committee report and proposed revisions to the Governance Handbook and Board Bylaw 9200 Limits of Board Member Authority. Board members engaged in a lengthy discussion and offered suggestions regarding the proposed revisions to the Governance Handbook, specifically those related to board member absences, tardies and compensation. Superintendent Bassanelli clarified and summarized the suggested changes. Board members ultimately agreed that the suggested changes would be incorporated into the attendance section of the Governance Handbook, which will return for discussion and possible action on September 22. The compensation section will return for further discussion and possible action at a future board meeting after new board members are seated.

California School Boards Association Directors-At-Large Nominations (I-8)

After hearing no recommendations, Ms. Kravchuk stated that no action would be taken regarding the nomination of candidates to fill the director-at-large seats for Hispanic and Asian/Pacific Islander on the Board of Directors of the California School Boards Association (CSBA).

Board Reports (J)

Ms. Costa reported that she visited Del Paso Manor Elementary School and Winston Churchill Middle School, noting the fresh perspectives of the new principals.

Mr. Avey shared that Friday Night Lights is back and exciting games are taking place.

Future Agenda (K)

There were no items added to the future agenda.

Adjournment (M)

At 10:00 p.m., there being no further business, the regular meeting was adjourned.

Tanya Kravchuk, Board President

Melissa Bassanelli, Secretary

Approved: _____

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

AGENDA ITEM: E.1

MEETING DATE: 09/22/2026

SUBJECT: Week of the School Administrator (Henry)

DEPARTMENT: Human Resources

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. A-471 proclaiming the week of October 12 – 18, 2026, as the Week of the School Administrator.

RATIONALE/BACKGROUND:

The State of California has proclaimed the second week of October as “Week of the School Administrator,” recognizing the dedication and contributions of school administrators throughout the state.

School administrators play a vital role in ensuring that students have the resources, support, and opportunities they need to learn, grow, and thrive. This observance provides an opportunity to recognize and express appreciation for the leadership, commitment, and service administrators provide to students, staff, families, and their school communities throughout the year.

Attached is a resolution proclaiming October 12–18, 2026, as the Week of the School Administrator in recognition of the important contributions of our administrators and their ongoing commitment to student success.

ATTACHMENT(S):

1. [Resolution No. A-471](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent’s Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY: Cloris M. Henry, Ed.D., Interim Chief of Human Resources

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Resolution No. A-471
WEEK OF THE SCHOOL ADMINISTRATOR
October 12 – 18, 2026

WHEREAS, leadership matters for California’s public education system and the more than 6 million students it serves. School administrators are passionate, lifelong learners who believe in the value of quality public education. Providing quality service for student success is paramount for the profession; and

WHEREAS, the title “school administrator” is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders and other school district employees are considered administrators; and

WHEREAS, most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, school leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state. The future of California’s public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the San Juan Unified School District Board of Education, that it recognizes the week of October 12 – 18, 2026, as the Week of the School Administrator in honor of the many outstanding contributions and services provided by school administrators in the San Juan Unified School District; and

BE IT FURTHER RESOLVED that the district commends San Juan Unified School District administrators for their support of and their contributions to quality education for students.

Attested to this 22nd day of September, 2026

Melissa Bassanelli, Superintendent of Schools

Tanya Kravchuk, President

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Pam Costa, Member

Ben Avey, Member

Vacant, Member

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

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

AGENDA ITEM: H.1

MEETING DATE: 09/22/2026

SUBJECT: Personnel Report

DEPARTMENT: Human Resources

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Personnel Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Cloris M. Henry, Ed.D., Interim Chief of Human Resources
Melissa Bassanelli, Superintendent of Schools

1. APPOINTMENTS**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Lim, Lani	Prob	Tch-Mod/Severe K/12	Kingswood	08/26/26
New Hire	Maxwell-Jolly, Johnathan	Prob	Tch-Transitional Kindergrtn	Gold River	08/26/26
New Hire	O'Grady, Samuel	Prob	TCH-CDPT	General Davie	09/02/26
New Hire	Zhu, Jiaying	Prob	Tch-Elem Specialist- Art	Oakview	09/01/26
Rehire	Brown, Kathleen	Prob	Tch-Montessori TK-K Combo	Cottage	08/26/26
Rehire	Haag, Jennifer	Prob	Tch-English Language Dev	Mira Loma	09/02/26
Rehire	Johnson, Laurie	Perm	School Social Worker	LSC Region 1	08/24/26
Rehire	Mojzis, Elizabeth	Prob	Tch-Site Resource-Elem	Whitney Avenue	08/26/26
Rehire	Wilson, Caitlyn	Prob	Tch-Mod/Severe K/12	Sierra Oaks	08/24/26

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Acosta, Michelle	Prob	School Playground Rec Aide	Twin Lakes	09/01/26
New Hire	Ambos, Marvin Lester	Prob	Custodian	Churchill	08/24/26
New Hire	Ballentine, Melissa	Prob	School Playground Rec Aide	Trajan	08/24/26
New Hire	Bose, Nicholas	Prob	Instructional Assistant II	Lichen	08/31/26
New Hire	Camargo, Dasean	Prob	Instructional Assistant II	San Juan	08/24/26
New Hire	Darnell, Jerrod	Prob	Htg & Air Cond Tech II	M&O - Building Maintenance	09/03/26
New Hire	De La Cruz Martinez, Nancy	Prob	High School Secretary I	San Juan	08/24/26
New Hire	Foster, Courtney	Prob	Bus Driver	Transportation	09/03/26
New Hire	Fox, Lisa	Prob	Coord Advance & Develop	Superintendents Office	09/01/26
New Hire	Freitas, Jordan	Prob	Instructional Assistant II	Will Rogers	08/27/26
New Hire	Green, Bridget	Prob	Personnel Technician	Human Resources	09/02/26
New Hire	Gvelesiani, David	Prob	Instructional Assistant III	Carnegie	08/26/26
New Hire	Hannah, Kallyn	Prob	Child Dev Assist-School Age	Deterding ECE	08/31/26
New Hire	Haresco, Jet	Prob	Sr Personnel Clerk	Human Resources	09/08/26
New Hire	Johnson, Keiessence	Prob	Sr Records & Reports	Mesa Verde	08/24/26
New Hire	Kenyon, Brian	Prob	Instructional Assistant III	Barrett	08/24/26
New Hire	Mackey, Brody	Prob	Instructional Assistant III	Kingswood	08/24/26
New Hire	McAnally, Samantha	Prob	Instructional Assistant II	Sierra Oaks	09/08/26
New Hire	Nasiri, Shazia	Prob	Instructional Assistant III	Arcade	09/02/26
New Hire	Pagel, Winter	Prob	IA- Deaf And Hard-of-Hearing	Will Rogers	08/31/26
New Hire	Palmer, Keionn	Prob	Campus Safety Monitor	Katherine Johnson	08/31/26
New Hire	Rojas, Brieana	Prob	Instructional Assistant II	Will Rogers	08/27/26
New Hire	Satchwell, Kayla	Prob	Intermed Clerk Typist	Will Rogers	08/31/26
New Hire	Stuart, Dylan	Prob	Groundskeeper/Gardener	M&O - Building Maintenance	08/31/26
New Hire	Weldy, Shannon	Prob	School Controller	Mesa Verde	09/02/26
New Hire	Williams, Kyle	Prob	Environmental Saftey Tech	M&O - Building Maintenance	09/15/26
New Hire	Zuniga, Jocelyn	Prob	School Playground Rec Aide	Howe Avenue	08/27/26
Rehire	Abed, Samira	Prob	Instructional Assistant I	Howe Avenue	08/26/26
Rehire	Akram, Burooj	Perm	Instructional Assistant I	Ottomon	08/31/26
Rehire	Gifford, Jessica	Prob	Instructional Assistant III	Lichen	08/31/26
Rehire	McCauslin, Amber	Perm	Instructional Assistant I	Greer	08/31/26
Rehire	Moyer, Ryan	Perm	Custodian	M&O - Building Maintenance	09/01/26
Rehire	Nellsch, Jenny	Prob	Instructional Assistant III	Coyle Avenue	08/24/26
Rehire	Noorzahi, Hodayra	Prob	Inst Asst/Bil-Farsi	San Juan	08/31/26
Rehire	Oliver, Jamarcus	Prob	Instructional Assistant II	San Juan	09/01/26
Rehire	Sanford, Courtney	Prob	Instructional Assistant I	Pershing	08/31/26
Rehire	Schaafsma, Samantha	Prob	Elementary Paraeducator	Mariemont	08/31/26
Rehire	Shvets, Alina	Perm	Instructional Assistant I	Harry Dewey	08/31/26
Rehire	Stroud, Sondra	Perm	Instructional Assistant I	Pershing	08/31/26
Rehire	Tokhi, Saghar	Perm	Instructional Assistant I	Schweitzer	09/02/26
Rehire	Torres, Jessica	Prob	Instructional Assistant II	Ottomon	08/24/26
Rehire	Voigt, Katie	Perm	Instructional Assistant I	Pershing	09/08/26

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	Hamilton, Lauren	Prob	Program Admin Special Ed	La Vista	08/12/26 10/02/26

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

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Hilliard, Madeleine	Perm	Tch-Site Res: Elem Intrnv	Sierra Oaks	08/17/26 01/19/27
Paid	Johnson, Sarah	Perm	Teacher Elementary K-8	Dyer-Kelly	08/18/26 12/18/26
Paid	Morales, Gabryella	Perm	Teacher Kindergarten	Mariposa	08/17/26 09/30/26
Paid	Thomas, Kiley	Perm	TCH-CDPT	Early Childhood Education	08/13/26 01/25/27

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Abercrombie, Katherine	Perm	Inst Asst/Mul Sev Hndcp	Sunrise ECE	07/01/26 09/16/26
Paid	Colbert, Terra	Perm	Instructional Assistant III	Coyle Avenue	07/01/26 09/30/26
Paid	Fouda, Heba Allah	Perm	Instructional Assistant II	Carmichael	07/01/26 09/30/26
Paid	Glisan, Tracey	Perm	Nutrition Services Worker II	Thomas Edison	08/10/26 09/24/26
Paid	Jenkins Rhoades, Janet	Perm	Bus Driver	Transportation	07/01/26 09/30/26
Paid	Mackey, Denise	Perm	Middle School Secretary	Sierra Oaks	08/24/26 01/26/27
Paid	OBryan, Madison	Perm	Payroll Technician I	Payroll	08/21/26 02/11/27

3. SEPARATIONS**SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Edgar, David	Prob	Nutrition Services Supv III	Nutrition Services	08/27/26

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Era, Lainey	Perm	Intermed Clerk Typist	Pupil Personnel Services	09/01/26
Resignation	Frum, Amanda	Prob	Instructional Assistant I	Mariposa	09/01/26
Resignation	Gallego, Terrie	Perm	School Playground Rec Aide	Ottomon	08/28/26
Resignation	Juddine, David	Perm	Nutrition Services Worker I	Will Rogers	08/24/26
Resignation	Rasoli, Wahida	Perm	Inst Asst/Bil-Dari	Whitney Avenue	08/26/26
Resignation	Rimes, Linda	Prob	Bus Attendant 1	Transportation	08/26/26

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

AGENDA ITEM: H.2

MEETING DATE: 09/22/2026

SUBJECT: Purchasing Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Purchasing Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Laura Fry, Manager, Business Support Services
Mallory Arevalos, Interim Coordinator, Facilities Business & Compliance
Nicholas Arps, Director, Facilities, Construction & Modernization
Joel Ryan, Chief Financial Officer

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

Purchasing Contracts Board Report

Purchase Orders, Service Agreements, and Contracts

August 26, 2026 - September 8, 2026

[illegible]

Purchasing Contracts Board Report Change Orders/Amendments

August 26, 2026 - September 8, 2026

Purchase Order Amendments

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
SA27-00588	9/4/2026	Gateway Residential	Reduction in contract amount - Site closing	\$ 165,110.00	\$ -	\$ (155,110.00)	\$ 10,000.00	101 - SPED

Service Agreement Amendments

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility

Purchasing Contracts Board Report Construction and Public Works Bids and Contracts

August 26, 2026 - September 8, 2026

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

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
26	9/8/2026	TBD	Piggyback	Mobile Modular Management Corp.	Purchase of Portable Restroom for the Orange Grove Interim Housing Project #138-9568-CIP-26	\$ 173,150.68	FAC
21	9/8/2026	TBD	26-208	Kiz Construction	Construction contract for Camp Winthers PH 2 Mod 904-9495-26CIP	\$ 680,000.00	FAC

Other Contracts

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

New Addendum to Master Agreements

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

**Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar**

August 26, 2026 - September 8, 2026

Date	Site/ Department	Vendor Name	Description
9/1/2026	FACE	Regents UCLA / PTHV	Effects of Parent-Teacher Home Visits Program Year 2 of 2
9/3/2026	Education Systems	WestEd	Project Pathways Implementation 7/1/2026 - 12/31/2029

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

AGENDA ITEM: H.3

MEETING DATE: 09/22/2026

SUBJECT: Financial Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

RATIONALE/BACKGROUND:

In accordance with Board Policy 3314, Fiscal Services will report the warrants and payroll expenditures for the prior month.

ATTACHMENT(S):

1. [Financial Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		August 2026
01	General Fund	\$ 8,515,242.63
09	Charter Schools	\$ 83,603.19
10	Special Ed Pass-Thru	\$ 126,127.12
11	Adult Education	\$ 29,742.12
12	Child Development	\$ 48,203.26
13	Food Service/Cafeteria	\$ 393,157.54
14	Deferred Maintenance	\$ -
21	Building Fund	\$ 1,731,533.03
22	Measure S Building Fund	\$ -
23	Measure J Building Fund	\$ -
24	Measure N Building Fund	\$ -
25	Capital Facilities	\$ -
26	Measure P Building Fund	\$ 3,335,231.57
35	State Schools Facilities Fund	\$ -
40	Sp Res FD -- Capital Outlay Proj	\$ -
67	Self Insurance	\$ 2,667.34
95	Student Body	\$ -
TOTAL		\$ 14,265,507.80

TOTALS

PAYROLL AND BENEFITS	
All Funds	August 2026
Certificated Payroll	\$ 27,195,040.04
Classified Payroll	12,167,032.40
Benefits	11,204,573.55
TOTAL	\$ 50,566,645.99

GRAND TOTAL \$ 64,832,153.79

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

AGENDA ITEM: H.4

MEETING DATE: 09/22/2026

SUBJECT: Surplus Property

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Surplus Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY:

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

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

**Board of Education Agenda Item
Surplus Property**

9/22/2026

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
Meraki/El Sereno	HP		Monitor	S/N: 6CM7100FW	eWaste
Meraki/El Sereno	Apple		Monitor	S/N: QP9392D00TF	eWaste
Meraki/El Sereno	Apple		Mac mini	Asset: 10022697	eWaste
Meraki/El Sereno	Apple		Mac mini	Asset: 10022664	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022763	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022751	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022765	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022756	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022764	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022844	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022758	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022757	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022755	eWaste
Meraki/El Sereno	Apple		Computer	Asset: 10022759	eWaste
Del Paso	Apple		Monitor	S/N: 1000013023	eWaste
Del Paso	Apple		Monitor	S/N: 1000013026	eWaste
Del Paso	Apple		Monitor	S/N: 1200016050	eWaste
Del Paso	Apple		Monitor	S/N: 1200016049	eWaste
Del Paso	Apple		Monitor	S/N: 1000013024	eWaste
Del Paso	Apple		Monitor	S/N: 1000013027	eWaste
Del Paso	Apple		Monitor	S/N: 1100014083	eWaste
Del Paso	N/A		DVD Player	S/N: 2634976	eWaste
Del Paso	N/A		Laminator	S/N: PM1601312521	eWaste
Del Paso	N/A		Router	S/N: 19810605709090	eWaste
Del Paso	HP		Monitor	S/N: 3CQ5201P2H	eWaste
Del Paso	N/A		Printer	S/N: U61946J8J884163	eWaste

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

AGENDA ITEM: H.5

MEETING DATE: 09/22/2026

SUBJECT: Gifts

DEPARTMENT: Administration

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

Acceptance of the following gifts:

Bella Vista High School: from Bella Vista ASB - for bronco mascot costume: \$2,088.05.

Choices Charter School: from Elizabeth Foremaster: \$500; from Micron Technology Foundation: \$920 - for scholarship fund.

Laurel Ruff Transitional School: from Layne Paul - for digital piano with stand: \$125.

Thomas Kelly Elementary School: from Anthony Postlethwait - for sports trading cards for student store: \$517.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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

AGENDA ITEM: H.6

MEETING DATE: 09/22/2026

SUBJECT: New Board Policy 6173.1 Education For Foster Youth

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board adopt the proposed new Board Policy 6173.1 Education For Foster Youth.

RATIONALE/BACKGROUND:

The proposed new Board Policy 6173.1 Education For Foster Youth is intended to ensure alignment with current state and federal requirements related to the educational rights and protections of foster youth. The policy clarifies district responsibilities regarding educational stability, enrollment, records transfer, school placement considerations, educational rights holders, and coordination with child welfare agencies and educational partners.

The new policy also supports the district's commitment to improving educational access, continuity, and outcomes for students in foster care by ensuring policies reflect current legal guidance and operational practices.

ATTACHMENT(S):

1. [New Board Policy 6173.1 Education For Foster Youth](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 09/08/2026 (discussion)

Superintendent's Cabinet: 08/10/2026, 08/24/2026, 08/31/2026, 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY: Crista Koch, Director. Equity and Student Achievement

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

Board Policy 6173.1 : Education for Foster Youth

Status: New

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

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. (Education Code 48853, 48853.5)

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP), the Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities. (Education Code 48853, 48853.5)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth. (Education Code 48853, 48853.5)

The Superintendent or designee and district liaison shall ensure that all appropriate staff, receive training on the enrollment, placement, and transfer of foster youth and other related rights. The Superintendent or designee shall designate an administrator as the district liaison for foster youth to ensure compliance with applicable laws and to serve as the primary point of contact.-(Education Code 48853.5)

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. (Education Code 48853.5)

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth. (Education Code 52060)

The district shall ensure that foster youth receive ongoing case management and individualized support, including coordination of academic, behavioral, and social-emotional services, to promote educational stability and improved student outcomes. (Education Code 48853.5)

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

AGENDA ITEM: J.1

MEETING DATE: 09/22/2026

SUBJECT: Public Hearing: Sufficiency of Textbooks and Instructional Materials (Dale) - 7:25 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing to discuss and adopt Resolution No. 4274 stating that each pupil in each school in the district has sufficient textbooks and instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.

RATIONALE/BACKGROUND:

Educational Code Section 60119 requires an annual public hearing and resolution regarding sufficient textbooks and/or instructional materials. Public notice of this hearing was provided per education code provisions.

After reviewing textbooks throughout the district, Professional Learning and Curriculum Innovation is able to certify that the district does have sufficient textbooks in each subject this year. Instructional materials funds and lottery funds are used to purchase basic TK-12 textbooks and instructional materials in all curriculum areas. Attached are the TK-12 board-adopted textbooks and instructional materials. Also attached is a brief explanation of the methods followed to ensure sufficient textbooks and instructional materials.

ATTACHMENT(S):

1. [Resolution No. 4274](#)
2. [Public Notice](#)
3. [Williams Adopted Textbooks - 2026-27](#)
4. [Explanation of the methods followed to ensure sufficient textbooks and instructional materials](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY: Nicole Kukral, Director, Professional Learning and Curriculum Innovation

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

Resolution No. 4274
Public Hearing Re: Education Code 60119
TK-12 Instructional Materials Fund

WHEREAS, the Governing Board of San Juan Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 22, 2026, at 6:30 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the District that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English Learners, in the District, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, BE IT RESOLVED that in the 2026/2027 school year, the San Juan Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

IN WITNESS WHEREOF, the passage of the foregoing resolution in the manner and form prescribed by law, we, the members of said Governing Board present and voting hereon, have hereunto set our hands this 22nd day of September 2026.

Tanya Kravchuk, President

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Pam Costa, Member

Ben Avey, Member

[Vacant], Member

ATTEST:

Melissa Bassanelli, Secretary

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

PUBLIC NOTICE

NOTICE OF INTENT TO HOLD A PUBLIC HEARING TO DETERMINE WHETHER EACH PUPIL IN EACH SCHOOL IN THE SAN JUAN UNIFIED SCHOOL DISTRICT HAS, OR WILL HAVE PRIOR TO THE END OF THE FISCAL YEAR, SUFFICIENT TEXTBOOKS OR INSTRUCTIONAL MATERIALS, OR BOTH, IN EACH SUBJECT, THAT ARE CONSISTENT WITH THE CONTENT AND CYCLES OF THE CURRICULUM FRAMEWORK ADOPTED BY THE STATE BOARD

The San Juan Unified School District, to comply with Education Code section 60119, is holding a public hearing to determine whether each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

The public hearing before the Board of Trustees regarding this issue will be held on September 22, 2026, starting at 6:30 p.m. in the Board Room at the San Juan Unified School District office located at 3738 Walnut Avenue, Carmichael, CA.

Posted at: San Juan Unified School District Office
 Sylvan Public Library
 Arden Public Library

September 8 through September 22, 2026

San Juan Unified School District - 2026-2027

#VALUE!

Williams Required Board Adopted Textbooks

Transitional Kindergarten						
Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! TK	Workbook	Innovamat		2026
ELA	Various	Benchmark - Ready to Advance - Consumable Textbooks Units 1-10 - Grade TK	5 Booklets	Benchmark		2017
Science	978-1-83892-485-0	TWIG - Grade TK - Worksheet set	Worksheets	Twig		2020
History	n/a	California Studies Weekly - Grade TK	Newspaper	Studies Weekly		2026

Kindergarten						
Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! K	Workbooks	Innovamat		2026
Math - DI	Various	Thinking Math! K Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - My Shared Readings Consumable Textbooks Units 1-10 - Grade K	5 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Mis Lecturas Compartidas Units 1-10 - Grade K	int	Benchmark		2017
History	n/a	California Studies Weekly - Grade K	Newspaper	Studies Weekly		2019
Science	978-1-78916-116-8	Grade Kindergarten, Module 1, Student TwigBook: My Big Nature Adventure	Workbook	Twig		2020
Science	978-1-78916-117-5	Grade Kindergarten, Module 2, Student TwigBook: Marble Run Engineer	Workbook	Twig		2020
Science	978-1-78916-118-2	Grade Kindergarten, Module 3, Student TwigBook: Be Prepared	Workbook	Twig		2020
Science	978-1-78916-119-9	Grade Kindergarten, Module 4, Student TwigBook: I Can	Workbook	Twig		2020

First Grade						
Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! Grade 1	Workbooks	Innovamat		2026
Math - DI	Various	Thinking Math! 1 Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - My Shared Readings Consumable Textbooks Units 1-10 - Grade 1	5 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Mis Lecturas Compartidas Units 1-10 - Grade 1	5 Booklets	Benchmark		2017
History	n/a	California Studies Weekly - Grade 1	Newspaper	Studies Weekly		2019
Science	978-1-78916-120-5	Grade 1, Module 1, Student TwigBook: Museum of Leafology	Workbook	Twig		2020
Science	978-1-78916-121-2	Grade 1, Module 2, Student TwigBook: Animal Reporters	Workbook	Twig		2020
Science	978-1-78916-122-9	Grade 1, Module 3, Student TwigBook: Shadow Town	Workbook	Twig		2020
Science	978-1-78916-123-6	Grade 1, Module 4, Student TwigBook: Patterns in the Sky	Workbook	Twig		2020

Second Grade						
Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! Grade 2	Workbooks	Innovamat	Math 2 CC	2026
Math - DI	Various	Thinking Math! 2 Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 2	10 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 2	10 Booklets	Benchmark		2017
History	n/a	California Studies Weekly - Grade 2	Newspaper	Studies Weekly		2019
Science	978-1-78916-124-3	Grade 2, Module 1, Student TwigBook: My Journey West	Workbook	Twig		2020
Science	978-1-78916-125-0	Grade 2, Module 2, Student TwigBook: Masters of Materials	Workbook	Twig		2020
Science	978-1-78916-126-7	Grade 2, Module 3, Student TwigBook: Save the Island	Work book	Twig		2020

Science	978-1-78916-127-4	Grade 2, Module 4, Student TwigBook: A Garden for Life	Workbook	Twig		2020
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Third Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! Grade 3	Workbooks	Innovamat	Math 3 CC, RL 2nd grade math	2026
Math - DI	Various	Thinking Math! 3 Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 3	10 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 3	10 Booklets	Benchmark		2017
History	n/a	California Studies Weekly - Grade 3	Newspaper	Studies Weekly		2019
Science	978-1-78916-128-1	Grade 3, Module 1, Student TwigBook: The Ultimate Playground	Workbook	Twig		2020
Science	978-1-78916-129-8	Grade 3, Module 2, Student TwigBook: Welcome to the Biodome	Workbook	Twig		2020
Science	978-1-78916-130-4	Grade 3, Module 3, Student TwigBook: How to Survive an Ice Age	Workbook	Twig		2020
Science	978-1-78916-131-1	Grade 3, Module 4, Student TwigBook: Weather Warning HQ	Workbook	Twig		2020

Fourth Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! Grade 4	Workbooks	Innovamat	Math 4 CC, RL 3rd grade math	2026
Math - DI	Various	Thinking Math! 4 Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 4	10 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 4	10 Booklets	Benchmark		2017
History	n/a	California Studies Weekly - Grade 4	Newspaper	Studies Weekly		2019
Science	978-1-78916-132-8	Grade 4, Module 1, Student TwigBook: Egg Racers	Workbook	Twig		2020
Science	978-1-78916-133-5	Grade 4, Module 2, Student TwigBook: Sparks Energy Inc.	Workbook	Twig		2020
Science	978-1-78916-134-2	Grade 4, Module 3, Student TwigBook: Time-Traveling Tour Guides	Workbook	Twig		2020
Science	978-1-78916-135-9	Grade 4, Module 4, Student TwigBook: Earthquake Engineering	Workbook	Twig		2020
Science	978-1-78916-136-6	Grade 4, Module 5, Student TwigBook: Super Survivors	Workbook	Twig		2020

Fifth Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Thinking Math! Grade 5	Workbooks	Innovamat	Math 5 CC, RL 4th grade math	2026
Math - DI	Various	Thinking Math! 5 Spanish	Workbooks	Innovamat		2026
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 5	10 Booklets	Benchmark		2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 5	10 Booklets	Benchmark		2017
History	n/a	California Studies Weekly - Grade 5	Newspaper	Studies Weekly		2019
Science	978-1-78916-137-3	Grade 5, Module 1, Student TwigBook: Matter Mysteries Hotline	Workbook	Twig		2020
Science	978-1-78916-138-0	Grade 5, Module 2, Student TwigBook: Yellowstone: Uncovered	Workbook	Twig		2020
Science	978-1-78916-139-7	Grade 5, Module 3, Student TwigBook: H2O Response Team	Workbook	Twig		2020
Science	978-1-78916-140-3	Grade 5, Module 4, Student TwigBook: Galactic Guidebook	Workbook	Twig		2020

Sixth Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Amplify Desmos Math Grade 6	Consumable Textbook	Amplify Education	Math 6 CC, RL 5th grade math	2026
Math	Various	Amplify Desmos Math Accelerated Grade 6	Consumable Textbook	Amplify Education	Accelerated 6 CC	2026
ELA	n/a	Amplify ELA/ELD Grade 6 California Edition Digital	Digital Textbook	Amplify Education	English 6, Honors English 6, IBMY English 6	2017

ELA	9781416914075	M. C. Higgins, the Great	Novel	Amplify Education	English 6, Honors English 6, IBMY English 6 English 6, Honors English 6, IBMY English 6 English 6, Honors English 6, IBMY English 6	2017
ELA	9781671007804	Amplify ELA Grade 6 Anthology	Textbook	Amplify Education		2017
ELA	None	Amplify ELA Grade 6 Solo Workbook	Consumable Textbook	Amplify Education		2017
History	9780076755905	Impact California Social Studies - World History and Geography - Ancient Civilizations -	Textbook	McGraw-Hill	Ancient History MS, Honors Social Studies 6, IBMY History	2019
Science	n/a	Amplify Science - Grade 6 - Earth Science - Investigation Notebook	Consumable Textbook	Amplify Education	NGSS Science 6, Honors NGSS Science 6, NGSS IBMY Science 6, CC 6th Grade	2019

Seventh Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Amplify Desmos Math Grade 7	Consumable Textbook	Amplify Education	Math 7 CC	2026
Math	Various	Amplify Desmos Math Accelerated Grade 7	Consumable Textbook	Amplify Education	Math 7 XL	2026
ELA	n/a	Amplify ELA/ELD Grade 7 California Edition Digital	Digital Textbook	Amplify Education	English 7, Honors English 7, IBMY English 7	2017
ELA	9781620140109	Summer of the Mariposas	Novel	Amplify Education	English 7, Honors English 7, IBMY English 7	2017
ELA	9780679755333	A Raisin in the Sun	Novel	Amplify Education	English 7, Honors English 7, IBMY English 7	2017
ELA	9780000000101	Amplify ELA Grade 7 Anthology	Textbook	Amplify Education	English 7, Honors English 7, IBMY English 7	2017
ELA	9780000000118	Amplify ELA Grade 7 Solo Workbook	Consumable Textbook	Amplify Education	English 7, Honors English 7, IBMY English 7	2017
History	9780076755974	Impact California Social Studies - World History and Geography - Medieval and Early Modern	Textbook	McGraw-Hill	World History MS, Honors Social Studies 7, IBMY History 7	2019
Science	n/a	Amplify Science - Grade 7 - Life Science - Investigation Notebook	Consumable Textbook	Amplify Education	NGSS Science 7, Honors NGSS Science 7, NGSS IBMY Science 7	2019

Eighth Grade

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	Various	Amplify Desmos Math Grade 8	Consumable Textbook	Amplify Education	Math 8 CC	2026
ELA	n/a	Amplify ELA/ELD Grade 8 California Edition Digital	Digital Textbook	Amplify Education	English 8, Honors English 8, IBMY English 8	2017
ELA	9780061862977	Gris Grimly's Frankenstein	Novel	Amplify Education	English 8, Honors English 8, IBMY English 8	2017
ELA	9780000000125	Amplify ELA Grade 8 Anthology	Textbook	Amplify Education	English 8, Honors English 8, IBMY English 8	2017
ELA	9780000000132	Amplify ELA Grade 8 Solo Workbook	Consumable Textbook	Amplify Education	English 8, Honors English 8, IBMY English 8	2017
History	9780076755974	Impact California Social Studies - United States History and Geography - Growth and	Textbook	McGraw-Hill	United States History MS, Honors Social Studies8, IBMY	2019
Science	n/a	Amplify Science - Grade 8 - Physical Science - Investigation Notebook	Textbook	Amplify Education	NGSS Science 8, Honors NGSS Science 8, NGSS IBMY Science 8	2019

High School

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Math	9780357431948	Calculus for AP	Textbook	Cengage	AP Calculus	2021
Math	978013759231-9	Elementary Statistics: Picturing the World	Textbook	Pearson	Statistics (non AP)	2019
Math	9781644322147	Big Ideas Integrated Math 1	Textbook	Cengage	Integrated Math 1	2019
Math	9781644322529	Big Ideas Integrated Math 2	Textbook	Cengage	Integrated Math 2, 2+	2019
Math	9781644322901	Big Ideas Integrated Math 3	Textbook	Cengage	Integrated Math 2+, 3	2019
Math	N/A	Math Medic for San Juan Unified School District	Consumable Textbook	Math Medic	Mathematical Modeling	2025
Math	N/A	NGPF Financial Algebra for San Juan Unified School District	Consumable Textbook	Next Gen Personal Finance	Financial Math	2018

Math	1925489558	Mathematics Core Topics SL 1	Textbook	Haese Mathematics	IB Math Analysis SL	2022
Math	1925489566	Mathematics Analysis and Approaches SL 2	Textbook	Haese Mathematics	IB Math Analysis SL	2022
Math	435193422	Mathematics Analysis and Approaches for IB Higher Level	Textbook	Pearson	IB Math Analysis HL	2022
Math	198426992	Oxford IB Diploma Programme IB Mathematics	Textbook	Oxford	IB Math Applications SL	2022
Math	9781319269296	The Practice of Statistics for the AP Exam	Textbook	Bedford, Freeman, and Worth	AP Statistics	2020
Math	978013742377-4	Precalculus	Textbook	Pearson	Precalculus, Integrated Math 3+	2022
ELA	978-1-4573-0465-1	SpringBoard English Language Arts California - Grade 9	Consumable Textbook	CollegeBoard	English 1, Honors English 1, MYP 4, English I (Transition)	2023
ELA	978-1-4573-0466-8	SpringBoard English Language Arts California - Grade 10	Consumable Textbook	CollegeBoard	English 2, Honors English 2, MYP 5, English II (Transition)	2023
ELA	978-1-4573-0467-5	SpringBoard English Language Arts California - Grade 11	Consumable Textbook	CollegeBoard	English 3, Honors English 3, English III (Transition)	2023
ELA	978-1-4573-0468-2	SpringBoard English Language Arts California - Grade 12	Consumable Textbook	CollegeBoard	English 4, English IV (Transition)	2023
ELA	978-0807083109	Kindred, Octavia Butler, Beacon Press, 1979	Novel	Follett	English 3: Ethnic Studies	2025
ELA	9780593297216	The Haunting of Hajji Hotak and Other Stories, Jamil Jan Kochai, Viking, 2022	Novel	Follett	English 3: Ethnic Studies	2025
ELA	978-1-60309-450-4	They Called Us Enemy graphic novel, George Takei, Top Shelf Productions, 2019	Novel	Follett	English 3: Ethnic Studies	2025
ELA	9780525436140	There There, Tommy Orange, Alfred A. Knopf, 2021	Novel	Follett	English 3: Ethnic Studies	2025
ELA	9781250818621	You Sound Like A White Girl, Julissa Arce, Flatiron Books, 2020	Novel	Follett	English 3: Ethnic Studies	2025
ELA	N/A	ERWC Binder	Binder for Teacher,		CSU Expository Reading and Writing (ERWC)	
ELA	9780894108570	Men in the Sun, Ghassan Kanafani (IB Diploma Programme)	Novel	Lynne Rienner Publishers	IB English 1	2023
ELA	978-0375714832	The Complete Persepolis, Marjane Satrapi (IB Diploma Programme)	Novel	Pantheon	IB English 1	2023
ELA	978-0060505592	Paradise of the Blind, Duong Thu Houng (IB Diploma Programme)	Novel	William Morrow Paperbacks	IB English 1	2023
ELA	9780679720201	The Stranger, Albert Camus (IB Diploma Programme)	Novel	Vintage	IB English 1	2023
ELA	978-0679750154	The Sailor Who Fell From Grace with the Sea, Yukio Mishima (IB Diploma Programme)	Novel	Vintage	IB English 1	2023
ELA	978-0385490818	The Handmaid's Tale, Margaret Atwood (IB Diploma Programme)	Novel	Knopf Doubleday Publishing Group	IB English 1	2023
ELA	978-0374531386	Slouching Toward Bethlehem, Joan Didion (IB Diploma Programme)	Novel	Farrar, Straus and Giroux	IB English 2	2023
ELA	978-1883011529	Collected Essays, James Baldwin (IB Diploma Programme)	Novel	Library of America	IB English 2	2023
ELA	9780140481341	Death of a Salesman, Arthur Miller (IB Diploma Programme)	Novel	Penguin Books	IB English 2	2023
ELA	9781319409258	The Language of Composition	Textbook	Bedford, Freeman, and Worth	AP Language and Composition	2023
ELA	9781319281144	Literature & Composition	Textbook	Bedford, Freeman, and Worth	AP Literature and Composition	2023
History	9781266238604	American History: Connecting with the Past, 16e, 2023	Textbook	McGraw Hill	AP United States History	2025
History	9798213045956	US History Interactive Reconstruction to the Present, 2025	Textbook	Savvas	United States History	2026
History	9780198354895	History of the Americas: 1880 - 1981 (IB Diploma Programme)	Textbook	Oxford University Press	IB History of the Americas	2023
History	9781111841454	A History of Latin America	Textbook	Cengage	IB History of the Americas	2023
History	9781328812001	HMH Social Studies: World History California Student Edition 2019	Textbook	HMH	World History	2026
History	9780199736348	The Twentieth-Century World and Beyond: An International History Since 1900, (various edit	Textbook	Oxford University Press	IB Global Studies	2011
History	978-1531129163	AMSCO Advanced Placement Edition World History: Modern 1200-Present	Textbook	Perfection Learning	AP World History	2025
Government	9781319535988	American Government: Stories of a Nation, 2nd edition	Textbook	Bedford, Freeman, and Worth	AP Government	2025
Government	9781319598983	Foundational Documents and Court Cases Reader	Hardcover Reader	Bedford, Freeman, and Worth	AP Government	2025
Government	9780076755639	Principles of American Democracy - Impact California Social Studies	Textbook	McGraw-Hill	Government	2025
Elective	9781609804169	A Different Mirror for Young People: A History of Multicultural America	Textbook	Triangle Square	Ethnic Studies	2023
Elective	9798385106707	Our Stories in Our Voices	Textbook	Kendall Hunt	Ethnic Studies	2023
Elective	978-1382004992	Oxford IB Diploma Programme: IB Economics Course Book	Textbook	Oxford University Press	IB Economics	2020
Elective	9781319113278	Krugman's Economics for the AP Course	Textbook	Bedford	AP Microeconomics	2019
Elective	978-1-324-04990-6	Essentials of Cultural Anthropology: A Toolkit for a Global Age, 4th edition	Textbook	Norton	Cultural Anthropology	2025
Elective	978-1-324-04070-5	Field Work Journal for Essentials of Cultural Anthropology: A Toolkit for a Global Age	Consumable Workbook	Norton	Cultural Anthropology	2025
Economics	9780076755554	Impact California - Principles of Economics	Textbook	McGraw-Hill	Economics	2023
Elective	9781583714263	National Geographic World Cultures and Geography	Textbook	National Geographic (Cengage)		Geography
Elective	9781319535810	Human Geography for the AP Course, 2nd Edition	Textbook	Bedford, Freeman, and Worth	AP Human Geography	2026
Elective	978-1319210151	Freedom on My Mind: A History of African Americans	Textbook	Bedford, Freeman, and Worth	AP African American Studies	2026
Elective	978-1-324-06981-2	Born in Blood & Fire, 5th edition	Paperback	Norton	Chicano Studies	2026
Elective	978-0-393-28306-8	Born in Blood & Fire: Latin American Voices, A Reader, 2nd Edition	Paperback	Norton	Chicano Studies	2026
Elective	978-0-393-92234-9	The Underdogs, Norton Critical Edition	Paperback	Norton	Chicano Studies	2026

Elective	9781319221638	A History of Western Society	Textbook	Bedford	AP European History	2020
Elective	9781319409326	<i>Krugman's Economics for the AP Course, 4th edition</i>	Textbook	Bedford, Freeman, and Worth	AP Macroeconomics	2025
Elective	9781324070870	<i>The Real World, 9th High School Edition</i>	Textbook	Norton	Sociology	2024
Elective	978-1-26-494021-9	<i>Street Law: A Course in Practical Law, 11th edition</i>	Textbook	McGraw-Hill	Constitutional Law, Political Science: Criminal & Civil Law, and You & the Law	2025
Elective	9781319281168	Myers' Psychology for the AP Course, 4th Edition	Textbook	Bedford, Freeman, and Worth	AP Psychology	2026
Elective	9780393877571	<i>Psychology in Your Life, 4th High School Edition</i>	Textbook	Norton	Psychology	2024
Science	9781643058634	CA NGSS 3D HS The Living Earth STEMscopedia	Textbook	Accelerate Learning	Biology: Living Earth (and Honors)	2022
Science	9780135214763	AP Biology: Campbell in Focus	Textbook	Savvas	AP Biology and IB Biology	2021
Science	9780136646099	Campbell Biology: Concepts and Connections, 10th Edition (Mira Loma only)	Textbook	Savvas	Honors MYP Biology	2022
Science	9780983239604	Biotechnology: A Laboratory Skills Course	Textbook	Bio-Rad Laboratories	Biotechnology and Bioethics	2013
Science	vol 1: 9781418306809 vol 2: 9781418306984	CA Experience Chemistry (2 volume consumable student set)	Textbook	Savvas	Chemistry in the Earth System (and Honors Chemistry)	2022
Science	9780357867532	Chemistry (AP Edition) 10th edition	Textbook	Cengage	AP Chemistry and IB Chemistry	2021
Science	9780358750437	Hein, Foundations of College Chemistry, Sixteenth Edition	Textbook	Wiley	Honors MYP Chemistry	2022
Science	9781937492137	Pasco Essential Physics	Textbook	Pearson	Physics of the Universe (and Honors)	2023
Science	9780134683300	College Physics: Explore and Apply (2019). 2nd edition.	Textbook	Savvas	AP Physics and IB Physics	2021
Science	9781975076511	Physics: High School (Mira Loma Only)	Textbook	OpenStax	Honors MYP Physics and MYP Conceptual Physics	2022
Science	9780357865354	Environmental Science: Sustaining your World	Textbook	Cengage	Environmental Science	2022
Science	9780357436325	Exploring Environmental Science for AP Updated	Textbook	Cengage	AP Environmental Science	2021
Science	9780136874034	Human Anatomy and Physiology	Textbook	Savvas	Anatomy and Physiology (and Honors)	2023
Science	9780357543627	Forensic Science: Fundamentals & Investigations	Textbook	Cengage	Forensic Science	2023
Science	9781305633810	Essentials of Physical Anthropology	Textbook	Cengage	Biological Anthropology	2023
Science	9780137302260	Physics for Scientists and Engineers: A Strategic Approach with Modern Physics 5e, AP Edition ©2022	Textbook	Savvas	AP Physics C: Mechanics	2024
Health	9781685840402	Essential Health Skills (2023)	Textbook	Goodheart Wilcox	High School Health	2022

World Language

Subject	ISBN	Title	Type	Publisher	Course	Adopted
Chinese	9781622911417	Integrated Chinese Simplified Characters 2 Textbook 4th edition	Textbook	Cheng and Tsui	IBMY Chinese 3	2026
Chinese	9780887276736	Integrated Chinese Traditional Characters 2 Textbook 4th edition	Textbook	Cheng and Tsui	IBMY Chinese 3	2026
Chinese	9781622911156	Integrated Chinese Simplified and Traditional Characters 3 Textbook 4th edition	Textbook	Cheng and Tsui	IBMY Chinese 4	2026
Chinese	9781622911509	Integrated Chinese Simplified and Traditional Characters 4 Textbook 4th edition	Textbook	Cheng and Tsui	IB Chinese 1	2026
Chinese	9780887274350	Masterwork's Chinese Companion	Textbook	Cheng and Tsui	IB Chinese 2 SL, HL	2026
Chinese	9780887275647	Taiwan Today	Textbook	Cheng and Tsui	IB Chinese 2 HL	2026
Chinese	9781876739065	Nǐ Hǎo 1 - Chinese Language Course Introductory Level	Textbook	Cheng and Tsui	MYP Chinese 1, IBMY Chinese 1	2026
Chinese	9780887273636	Nǐ Hǎo 1 - Textbook an Introduction to Chinese Introductory Level - Traditional Character Edition	Textbook	Cheng and Tsui	MYP Chinese 1, IBMY Chinese 1	2026
Chinese	9781622911332	Integrated Chinese Simplified Characters 1 Textbook 4th edition	Textbook	Cheng and Tsui	MYP Chinese 2, IBMY Chinese 2	2026
Chinese	9780887276453	Integrated Chinese Traditional Characters 1 Textbook 4th edition	Textbook	Cheng and Tsui	MYP Chinese 2, IBMY Chinese 2	2026
French	9781938026874	Thèmes	Textbook	Vista Higher Learning	AP French Language	2023
French	9780547871790	Chemins 1	Textbook	Vista Higher Learning	French 1	2023
French	9780547871677	Chemins 2	Textbook	Vista Higher Learning	French 2	2023
French	9780547871691	Chemins 3	Textbook	Vista Higher Learning	French 3	2023
French	9781447980599	Chemins 4	Textbook	Vista Higher Learning	French 4	2023
French	9780198390060	IB Prepared: French B	Textbook	Oxford University Press	IB French 1, 2	2023
Japanese	9781622910564	Adventures in Japanese 1	Textbook	Cheng and Tsui	Japanese 1, MYP Japanese 1, and IBMY Japanese 1	2025
Japanese	9781622910663	Adventures in Japanese 1	Textbook	Cheng and Tsui	Japanese 2, MYP Japanese 2 and IBMY Japanese 2	2025

Japanese	9780887275784	Adventures in Japanese 2	Textbook	Cheng and Tsui	Japanese 3 and IBMY Japanese 3	2025
Japanese	9781622910700	Adventures in Japanese 3	Textbook	Cheng and Tsui	Japanese 4, IBMY Japanese 4 and IB Japanese 1, 2	2025
Japanese	9781622911950	できる！ - Dekiru! An AP Japanese Preparation Course	Textbook	Cheng and Tsui	AP Japanese Language and Culture	2025
Spanish	9781533838865	Qué Chévere 1	Textbook	Carnegie Learning	Spanish 1	2020
Spanish	9781533838889	Qué Chévere 2	Textbook	Carnegie Learning	Spanish 2	2020
Spanish	9781533838902	Qué Chévere 3	Textbook	Carnegie Learning	Spanish 3	2020
Spanish	9781533849878	Qué Chévere 4	Textbook	Carnegie Learning	Spanish 4	2020
Spanish	9781543394948	Temas, 3rd edition	Textbook	Vista Higher Learning	AP Spanish Language and Culture	2017
Spanish	9781543354881	Temas para español B	Textbook	Vista Higher Learning	IB Spanish 1, 2	2024
Spanish	9781942400318	Aluzejo	Textbook	Wayside	AP Spanish Literature	2020
Spanish	9781669915324	Galería de lengua y cultura 1	Textbook	Vista Higher Learning	Spanish for Heritage Learners 2, 3	2026
Sign Language	9781881133209	Master ASL! - Level One	Textbook	Sign Media Inc.	American Sign Language 1, 2	2026
Sign Language	N/A	True+Way	Digital Textbook	True + Way	American Sign Language 3, 4	2026

Textbook and Instructional Materials Sufficiency

Sufficiency of textbooks and instructional materials at all school sites is maintained through Business Support Services. All school sites utilize the Follett system to manage and track their textbook assets. This system has the ability to check out textbooks, facilitate the Williams reporting process, and view textbook inventory (site and district-wide). All textbook requests are placed through the Follett system and fulfilled through the central process at the district textbook warehouse. If the textbook is not available in the textbook warehouse, unused copies are located at another school site through the Follett system by comparing class enrollment to the site inventory of the associated textbook. Minimal quantities of textbooks are kept in stock in the warehouse.

Charter schools are not required to participate in the Williams requirements.

SUBJECT: Public Hearing No. 1: Options For Youth Charter School Renewal Petition (Oaxaca) - 7:30 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Public Hearing/Discussion: The superintendent is recommending that the board hold a public hearing and discuss the Options For Youth renewal petition. The term for this charter will expire on June 30, 2027, unless approved for renewal by the Board of Education. Action anticipated: 12/15/2026.

RATIONALE/BACKGROUND:

Options For Youth has operated within San Juan Unified's district boundaries as an independent charter since September 1, 2015. Under the authorization of the State Board of Education and last renewed by San Juan Unified School District in 2019, Options For Youth provides education to students in grades 7 through 12.

The district's Charter Review Team is thoroughly reviewing the charter renewal petition, and Options For Youth is providing all necessary information requested during the review process. The Options For Youth Renewal Petition presented to the Board of Education is in compliance with district Board Policy 0420.4, Charter Schools, and current law. A Memorandum of Understanding (MOU) agreement will define the specific financial and operational relationship between Options For Youth and the district and resolve other matters of mutual interest not otherwise contained within the terms of the charter petition. It is the intent of the MOU that Options For Youth not be a fiscal burden to the district.

In order to recommend the approval of a charter school renewal to the Board of Education, it must be determined that the charter school has met the requirements set forth in the Education Code, section 47605. These requirements are organized into the following four renewal criteria, outlined in this section.

- I. Has the charter school presented a sound educational program?
- II. Is the charter school demonstrably likely to successfully implement the proposed educational program?
- III. Is the petition reasonably comprehensive?
- IV. Is the charter school serving all students who wish to attend?

A copy of the charter petition is available for review in the superintendent's office, the district website, and at the San Juan Central enrollment office.

ATTACHMENT(S):

- 1. [Options For Youth Presentation](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 09/14/2026

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



Options For Youth
Public Charter Schools

Options For Youth- San Juan Inc. Charter Renewal

Presented By :
Derek Newell

Date: 9/22/2026

ofy.org



1

OFY-San Juan

- OFY Owls: Who are we?
- Introduction and Mission
- Academic Performance
- Accreditation
- Teacher Credentialing and Professional Development
- Community Impact
- Past Feedback

2

Statement of
Gratitude: It has been
a privilege . . .



3

OFY Owls: Who are we?

OFY-San Juan serves a diverse student population, including students who:

- Are navigating social challenges, including bullying
- Are involved in the juvenile justice system
- Have experienced chronic absenteeism
- Are in foster care or experiencing homelessness
- Have faced behavioral or disciplinary challenges, including expulsion
- Need greater flexibility in their school schedule
- Are motivated to graduate early
- Benefit from a smaller, more personalized learning environment

OFY-San Juan provides these students with a flexible and supportive educational option designed to meet them where they are and help them continue progressing toward graduation.

4

Current Demographics

Total Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	950	981	841	819	796	790	720	742

- *****Please note this enrollment data was pulled from the California Department of Education (CDE) website. Due to OFY-San Juan's continuous enrollment policy, the total enrollment data may fluctuate.**

5

2025-2026 Enrollment

2025-26 Enrollment By Ethnicity	OFY-San Juan	San Juan Unified School District	Sacramento County (All Districts)
Total Enrollment	742	52,069	248,491
Hispanic/Latino	255	14,130	81,582
American Indian or Alaska Native	10	210	936
Asian	23	6,267	48,129
Pacific Islander	5	353	3,400
Filipino	7	463	6,482
African American	109	3,283	23,948
White	234	22,524	60,816
Two or More Races	81	4,594	21,928
Not Reported	18	245	1,270

6

Focus Groups

2025-26 Comparison Total & % Students		OFY-San Juan	San Juan Unified School District	Sacramento County (All Districts)
Special Education	#	163	7,853	38,164
	%	22.00%	15.10%	15.40%
Socioeconomically Disadvantaged	#	594	30,333	147,816
	%	80.10%	58.30%	59.50%
English Learners	#	52	10,281	45,691
	%	7.00%	19.70%	18.40%

7

Enrollment by Grade Level

Grade Level	Student Count	Percentage of Total
7	13	1.80%
8	22	3.00%
9	205	27.60%
10	193	26.00%
11	166	22.40%
12	143	19.30%

8

Introduction and Mission



OFY has been in Sacramento since 1999

OFY-San Juan Mission

Our schools create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals and make their dreams a reality.

OFY-San Juan Vision

Re-engage students who are out of school or at-risk of dropping out and empower them to become lifelong learners who contribute to their community and are productive members of society.

The What and the How

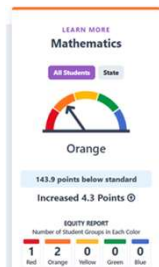
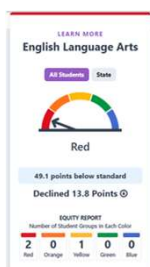
Ultimately, the completion of high school is an important stepping stone. We also want to help our graduates find success beyond high school. Year round motivation and consistency is crucial.

9

Academic Performance: CAASPP CA Dashboard Analysis



Dashboard Year	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career	Science
2025 All Students	Orange	Orange	Blue	Red	Red	Orange	Red	Orange
2024 All Students	Green	Red	Blue	Red	Orange	Red	Orange	NA
2023 All Students	N/A	Orange	Blue	Red	Orange	Orange	Very Low	NA



Strategies for Success

- My Reading Path and My Math Path academic intervention curriculum are assigned to each student based on Ren Star assessment data.
- School Staff professional learning communities (PLCs) are engaged in monthly progress monitoring and the tracking of student Core Course completion towards graduation goals.
- School administration is focused on aligning all improvement goals towards making progress on the Dashboard metrics.

10

Academic Performance



Graduates and EL Progress

- Over 1,500 Graduates in Sacramento County during the current charter term (686 from SJUSD, 45%)
- Average Annual EL Reclassification Rates from 2023 - 2026: 85.5%, surpassing state expectations.

Students are advancing faster

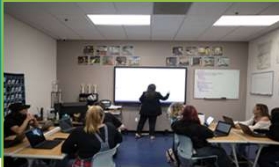
- Increases to Credit Attainment pacing: 22% gain in the number of students completing 5 or more units per school month.

Lessons Learned from COVID

- Virtual access to instruction
- Digital curriculum offering to all students
- Flexible approach to support high school graduation
- Improved Educational Partner Communication

11

Academic Performance



Academic Interventions

- The Renaissance Star platform has led to reading and math increases from the start of the year to the end of the year for more than 60% of all students
- 2023 - 2024: Reading (65.8%), Math (71.8%)
- 2024 - 2025: Reading (63.6%), Math (65.3%)
- 2025 - 2026: Reading (64%), Math (69.2%)

Achievements in Core Courses

- 2025 - 2026 Increases to average Core Course Completion for all students:
- ELA: 5.7 units (24/25), 6.8 units (25/26)
- Math: 4.8 units (24/25), 5.2 units (25/26)
- Science: 6.7 units (24/25), 7.4 units (25/26)
- Social Science: 6.7 units (24/25), 7.0 units (25/26)

Future Goals

- Focus on the growth of CTE and Dual Enrollment Pathways for students
- Integrate safe and practical AI standards and Board approved policies
- Provide social/emotional development opportunities for students

12

Accreditation

WASC and Cognia Accreditation

- OFY-San Juan is WASC accredited, and credits earned at OFY-San Juan are transferable to all accredited high schools.
- Attendance is calculated, and an audit trail of all coursework is maintained for each student based on the California Education Code Sections 46301 for charter schools.
- Cognia process inspired school wide improvement cycles that developed academic action plans for all school locations. Those initial action plans were woven into broader LCAP goals as they have been written since our Cognia accreditation.



13

Teacher Credentialing and Professional Development



CSUDH

OFY-San Juan has partnered with multiple CSU campuses to support our teachers in earning their teaching/admin credentials. They provide accessible pathways, professional support, and opportunities for our educators to advance their careers while continuing to serve our students.



Our charter school has partnered with multiple County Offices of Education to provide ongoing professional learning and development opportunities for all school staff. These partnerships help ensure our educators and support staff have access to high-quality training, resources, and best practices.



OFY-San Juan has established internal Professional Learning Communities (PLCs) to engage staff in collaborative learning, data analysis, and continuous school improvement. These PLCs provide a structured opportunity for staff across departments and roles to share best practices and identify areas of need.

Additionally, we have created a cohort for onboarding new staff centered on our collective core values. Our hope is to help new staff adjust to our school culture by focusing on our school core values.

14

Community Impact



Parent Feedback

Parents may also provide feedback to OFY-San Juan via scheduled parental focus group meetings. Parent Advisory Committee (PAC) meetings, are meetings where PAC members provide feedback on academic programming and the Local Control and Accountability Plan (LCAP), while also reviewing and advising on budget allocations.

Balance of Student Body

OFY-San Juan maintains a policy of non-discrimination in all areas of its operations and strives to achieve a racial and ethnic balance among its students that reflects a demographic balance of the territorial jurisdiction of the area where the resource centers are located.

Community Outreach Efforts

OFY-San Juan has a designated Outreach Specialist who takes the lead on our Community Outreach. This person has been instrumental with connecting our school with students, families, community leaders, and local businesses.

College, Career and Wellness

The school currently has ongoing partnerships with multiple college, career and wellness organizations throughout Sacramento County. These relationships have resulted in College acceptances (CSUS, Sonoma State, Los Rios Community Colleges), job preparation workshops and connections to mental health/wellness resources.

15

School Climate Feedback

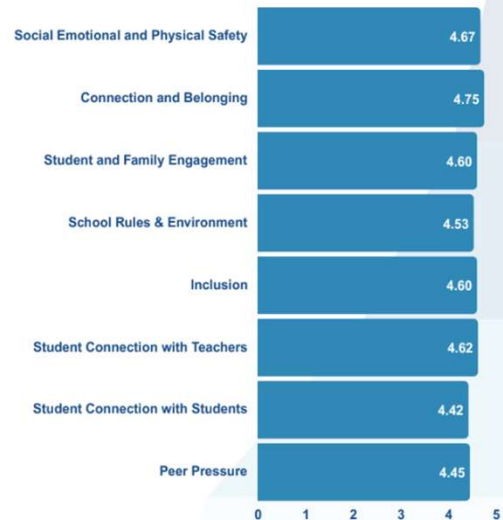
- OFY-San Juan conducts a School Climate survey annually to ensure that the feedback from our community continues to drive our improvement expectations. Surveys give our families a direct voice in shaping school-wide initiatives. Unfortunately, we saw participation drop sharply in the years following COVID as families experienced widespread survey fatigue. Over the past three years, our staff has worked deliberately to rebuild that engagement — through clearer communication about how feedback is used, more accessible survey formats, and consistent outreach to families.
- **Parent survey completion has grown:**
 - 9.79% parent survey completion in the 2022 - 2023 school year
 - 16.39% parent survey completion in 2023 - 2024 school year
 - 30.1% parent survey completion in 2024 - 2025 school year
- **Student survey completion has also grown:**
 - 10.5% student survey completion in the 2022 - 2023 school year
 - 20.98% student survey completion in 2023 - 2024 school year
 - 74.4% student survey completion in 2024 - 2025 school year



Altitude: School Climate Survey Overview Options for Youth San Juan

Results: Parent/Guardians

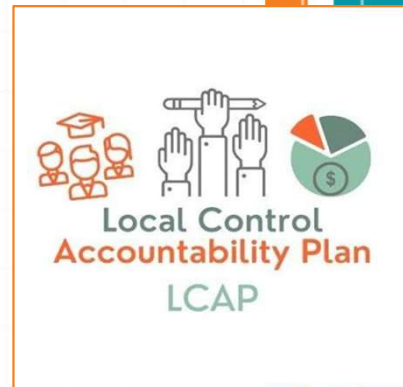
Parents consistently rate school climate dimensions highly, reflecting strong confidence and satisfaction. This chart underscores strong parental confidence in the school's climate while pinpointing select areas for focused growth and deeper parental engagement moving forward.



16

The Future

- LCAP Goals for 2027 and beyond
- Creating a physical space to grow Sports, CTE and Dual Enrollment opportunities for OFY students
- Coordinate the development of future Alternative Metrics with the support of SJUSD
- Continued Partnership with SJUSD to serve students in Sacramento County



17



Thank You

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18

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

AGENDA ITEM: J.3

MEETING DATE: 09/22/2026

SUBJECT: Process for Appointee Selection in Trustee Area 1 (Allen) - 7:40 p.m.

DEPARTMENT: Administration

ACTION REQUESTED:

Discussion: The superintendent is recommending the board discuss and give staff direction on the criteria members would like to use to evaluate candidates who apply to fill the vacancy in Trustee Area 1.

RATIONALE/BACKGROUND:

The board has elected to appoint a member to fill the vacancy in Trustee Area 1. To help guide the process, the board is asked to consider and discuss:

- Potential criteria/considerations through which members should evaluate candidates
- The process to be used on Oct. 13 to conduct interviews of candidates
- Questions to be used in interviewing candidates on Oct. 13.

The attached document details a suggested process, sample criteria/considerations from California School Boards Association (CSBA) and sample interview questions from CSBA.

ATTACHMENT(S):

1. [Process, Criteria and Question Samples](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 09/08/2026

Superintendent's Cabinet: 08/31/2026; 09/14/2026

FISCAL IMPACT:

N/A

PREPARED BY: Trent Allen, APR, Chief of Staff

APPROVED BY: Melissa Bassanelli, Superintendent of Schools



Selecting a Provisional Appointee

Suggested Process

To create a consistent, fair and transparent selection, the following process is suggested:

1. Board members will be provided with a copy of each candidate's application for review prior to the Oct. 13 meeting. Responses to candidate questions on the application will be included in the public board packet for community review.
2. The board will ask each candidate a list of predetermined questions (selected Sept. 22) during open session at the board meeting on Oct. 13. A list of sample questions from CSBA has been provided.
3. Board members will be provided with an opportunity to ask any clarifying questions regarding a candidate's responses to questions on the written application.
4. After all candidates have been interviewed, public comment will be accepted following the board's adopted policies.
5. After public comment, board members will engage in discussion. Based on the discussion, a motion would need to be made and seconded to advance to a vote on any candidate.
 - a. If a candidate is selected by majority board vote, the new member will be sworn in and take their seat with the board for the remainder of the meeting.
 - b. If a majority of the board does not select a candidate, the board would need to call a special meeting, providing staff direction on its intent to either call a special election or further debate and attempt to make an appointment at that time. If a special meeting is not called prior to Oct. 20, the County Superintendent would be notified and a special election would be called.



Selecting a Provisional Appointee

Criteria for Consideration

CSBA suggests the following considerations when evaluating an applicant for a board vacancy. The board may wish to discuss and select criteria (from the CSBA-provided list or the board's own discussion) through which members should evaluate each candidate's application and interview.

(From CSBA)

Does the candidate:

1. Know the political boundary and physical geography of the school district?
2. Have a layperson's understanding of public education? Or more?
3. Have personal interests that would conflict with their service on the board?
4. Have an interest in public schools, the community, and in every child?

Is the candidate:

1. Seeking the position for personal prestige or political gain (personal agenda)?
2. A leader in their own occupation or community group?
3. A known and respected member of the community?
4. Able to think independently and objectively about a problem?
5. Capable of recognizing and distinguishing the jurisdictional power and functions of the board and administration?
6. Able to effectively communicate their position on issues?

Will the candidate:

1. Work to develop unity among the members of the board, contributing to the harmonious development of programs?
2. Give the necessary time to the position?



Selecting a Provisional Appointee

Sample Interview Questions

(From CSBA)

1. What do you see as the primary role of a trustee? How would you fulfill that role, both individually and as a member of the governing board?
2. What would you like to accomplish as a board member? Which of those accomplishments is your highest priority, and why?
3. Describe your response if a parent cornered you in the grocery store and asked for your support on a particularly hot issue. What if the issue was one you had not heard about yet but that had been reported or discussed on social media?
4. How does an effective governing board ensure opportunities for parents and community members to express their diverse range of views to inform board deliberations on important policy issues?
5. Please summarize the strengths you would bring as a member of the board.
6. What will you do to become an effective board member?
7. Describe how you would balance the following when deciding how to vote on a matter before the board: Community concerns, student needs, state and federal law, staff recommendations, and your personal values and beliefs.
8. As a board member, how would you ensure you stay up to date on issues affecting the district/county office, specifically or public K-12 education generally?
9. What questions do you have for the board to help you prepare to take on this commitment if chosen?



Selecting a Provisional Appointee

Questions Asked on Application

Applicants have been asked to respond to the following questions as part of their written application. Board members will be able to review their responses prior to the interview.

1. Do you have prior experience serving on a governing board?

YES OR NO?

If yes, please list your prior governing board experience.

2. Have you participated in any school or district committees, or other school leadership opportunities?

YES OR NO?

If yes, please list each committee or leadership opportunity and your role.

3. Describe any other community business activities in which you have participated. Describe your role, and whether your work was volunteer or employment-related.
4. Why do you want to be a school board member?
5. What unique perspectives, professional skills, or experiences distinguish you as the most qualified candidate for this appointment?
6. What do you see as the basic purpose of public schools and what is the role of the school board in the fulfillment of that purpose?
7. What do you see as the strengths of San Juan Unified?
8. What do you see as the area(s) needing improvement in San Juan Unified?

SUBJECT: Board Ad Hoc Committee Discussion (Gaddis) - 7:55 p.m.

DEPARTMENT: Legal Services

ACTION REQUESTED:

Action: The superintendent is recommending that the board approve the revised governance handbook and Board Bylaw 9200.

RATIONALE/BACKGROUND:

The Board of Education established the Board Bylaw Review Ad Hoc Committee at the June 23, 2026, meeting to review trustee compensation, attendance expectations, governance practices, board member authority, governance accountability, and related board bylaws. The ad hoc committee met three times during the summer to evaluate existing governance documents in light of current law, governance best practices, and recent statutory changes, including Assembly Bill 1390, which amended Education Code section 35120 to increase the statutory maximum compensation that may be authorized for governing board members.

The recommendations of the ad hoc committee were heard and discussed at the September 8, 2026, meeting (in relevant part):

- The proposed amendment to Board Bylaw 9200 – Limits of Board Member Authority;
- Authority; The proposed revisions of the Governance Handbook, including
 - the addition of a Board Member Accountability Process;
 - revisions to trustee attendance expectations consistent with the committee's recommendations; and
 - related governance revisions necessary to implement the committee's recommendations;
- Trustee compensation and any corresponding revisions to Board Bylaw 9250 – Remuneration, Reimbursement and Other Benefits, if directed by the board.

While tabling discussions on compensation, the board sought revisions to the handbook in light of its discussion at the September 8, 2026, meeting. The requested revisions to the governance handbook and Board Bylaw 9200 are before the board tonight. Included with governance handbook is a table that outlines the proposed changes prior to the September 8, 2026, board meeting, and revisions that stemmed from board discussion during the September 8, 2026, meeting.

ATTACHMENT(S):

1. [Guide for Governance Handbook Edits](#)
2. [Governance Handbook Revisions](#)
3. [Revised Board Bylaw 9200](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/15/2026, 08/31/2026, 09/14/2026

Board of Education: 06/23/2026, 09/08/2026

FISCAL IMPACT:

Potential fiscal impact associated with any future board action regarding trustee compensation increase pursuant to Education Code section 35120, as amended.

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Guide for Governance Handbook Edits

Pre-September 8, 2026, Meeting	Post-September 8, 2026, Meeting
Blue	Red
Italicized	Underlined
Underlined	Underlined strike-through



San Juan Unified
SCHOOL DISTRICT

Board of Education

Governance Handbook

Table of Contents

Mission, Vision and Core Values	1
Equity Lens	1
Academic Focus Areas	2
District Overview	3
Roles and Responsibilities of Board Members and the Superintendent	4
Board Roles	4
Superintendent Roles	4
Board Norms	5
<i>Board Member Accountability</i>	5
Trustee Areas and Representation	56
Welcoming New Members	56
Annual Organizational Meeting	68
Speaking with a Common Voice	68
Assigning Work to Staff	68
Addressing Conflict Among Board Members	68
School Visitations/Extracurricular Events	69
Graduations	69
Board Meetings	710
Board meeting materials	710
Placing Items on Board Agendas	710
The Role of Board Members During Board Meetings	710
Individual Board Member's Request for Information, Materials or Action	710
Board Meeting Guidelines	710
Public Comments	811
Voting	811
Voting No or Abstaining	811
Quorum	912
<i>Trustee Attendance and Participation</i>	12
<i>Attendance Expectations</i>	12
<i>Annual Attendance Report</i>	12
<i>Committee Liaison Meetings</i>	12
<i>Timelines and Participation</i>	13
Additional Board Information	1014
Board-appointed/Board-approved Committees	1014
Electronic Media	1014
Complaints from Community/Staff	1014

Appendix A: San Juan Unified Rules of Order

~~12~~16

Appendix B: Meeting Norms

~~16~~22

Appendix C: Protocols in Case of Meeting Disruption

~~17~~23

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Mission

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

Vision

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

Core Values

We value:

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

Equity Lens

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

Academic Focus Areas

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

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

District Overview

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

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

Today, San Juan Unified is the 8th largest school district in California with an expenditure budget of more than \$500 million used to employ more than 5,000 individuals and to educate more than 40,000 students in our early learning, TK-12 and adult programs. More than 10,000 additional K-12 students are served in independent charter schools within the district.

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

The student population is diverse. During the 2023-2024 school year, the district's ethnic/racial makeup was: 0.5 percent American Indian or Alaskan Native, 25.7 percent Hispanic/Latino, 6.3 percent African American, 46.7 percent White, 11.2 percent Asian/Asian American, 0.7 percent Pacific Islander, .8 percent Filipino and 8 percent identify as two or more races.

Roles and Responsibilities of Board Members and the Superintendent

Board Roles

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

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

Superintendent Roles

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

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

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

Board Norms

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

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

Board Member Accountability

The Board of Education recognizes that effective governance depends upon each trustee's commitment to the board's adopted governance norms, board bylaws, district policies, and applicable law.

Trustees are individually accountable to the public they serve and collectively accountable to one another for maintaining a culture of professionalism, civility, transparency, and ethical governance.

When concerns arise regarding a trustee's adherence to these standards, the board will seek to address those concerns through a progressive governance process designed to promote accountability, preserve working relationships, and maintain public confidence in the board's governance.

Board Member Accountability Process

Unless otherwise required by law, concerns regarding a trustee's conduct shall generally be addressed through the following process:

Step 1 – Informal Resolution

The board president shall meet privately with the trustee to discuss the concern, review the applicable governance expectation, and seek informal resolution.

If the concern involves the board president, the vice president shall perform this responsibility.

Step 2 – Governance Review

If the matter is not resolved through informal discussion, the Board of Education officers (ie., board president, vice president and clerk) in consultation with the general counsel, may determine whether additional factual review is necessary.

When appropriate, an independent investigator or other neutral third party may be retained to conduct a limited review and provide factual findings to the board.

The superintendent shall not participate in this process, except as a witness or provider of factual information when requested, recognizing that the superintendent is an employee of the district and not responsible for governance oversight of elected trustees.

Step 3 – Board Consideration

Upon completion of any factual review, the matter may be placed on a board agenda for discussion.

The board shall determine whether discussion is appropriately conducted in open or closed session consistent with the Brown Act and any applicable confidentiality requirements.

- Matters involving district employees or information legally authorized for closed session shall be considered in closed session.
- Matters involving governance issues that do not involve confidential personnel information shall generally be considered in open session.
- The trustee who is the subject of the review shall be provided an opportunity to respond before the board determines whether additional governance action is appropriate.

Step 4 – Board Action

Following discussion, the board, acting as a whole, may determine whether additional governance measures are appropriate.

Such measures may include, but are not limited to:

- A reaffirmation of the board's governance norms;
- Recommendations for professional development or governance training;
- A written statement of expectations;
- Revision of committee assignments, liaison appointments, or officer positions, where authorized;
- Other actions within the legal authority of the board designed to promote effective governance and accountability.

Nothing in this process shall be interpreted as creating disciplinary authority beyond that provided by applicable law.

Trustee Areas and Representation

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

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

Welcoming New Members

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

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

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

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

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Annual Organizational Meeting

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

At this meeting, the board shall

- Elect a clerk, vice president and president from its members;:-
- Establish the regular school board meeting dates and starting/ending times for the year;:-
- Appoint representatives to specific organizations and committees; and
- Determine locations of board meetings (Board Bylaws 9320, 9140); and
- Convey the Annual Attendance Report in accordance with this handbook.

Governance Self-Evaluation and Continuous Improvement

Consistent with Board Bylaw 9400, the board shall annually conduct a governance self-evaluation to assess its effectiveness as a governance team.

As part of the annual self-evaluation process, the board shall:

- Evaluate whether the Board Member Accountability Process continues to promote effective governance and public trust;
- Determine whether revisions to the accountability process are warranted based upon the board's experience during the preceding year;
- Consider whether additional remedial measures, governance expectations, or procedural safeguards should be added, modified, or removed to better support adherence to board bylaws, district policies, governance norms, and applicable law; and
- Reaffirm the board's commitment to continuous improvement and collective accountability.

The accountability process shall be reviewed annually during the board's self-evaluation and revised by Board action as appropriate.

Speaking with a Common Voice

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

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

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

Assigning Work to Staff

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

Addressing Conflict Among Board Members

The governance team norms are designed to create an open, respectful, collaborative culture. Members will engage in dialogue while welcoming an open discussion with different points of view. Members will demonstrate

an ability to disagree on issues without taking the disagreements personally, nor using social media or public platforms to showcase disagreements. Members will endeavor to maintain neutral body language and tone during deliberations.

School Visitations/Extracurricular Events

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

Graduations

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

Board Meetings

Board meeting materials

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

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

Placing Items on Board Agendas

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

The Role of Board Members During Board Meetings

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

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

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

Board Meeting Guidelines

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

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

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

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

Public Comments

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

Voting

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

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

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

Voting No or Abstaining

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

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

Quorum

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

Trustee Attendance and Participation

The Board of Education recognizes that regular attendance and active participation in board meetings are fundamental responsibilities of elected trustees and are essential to the board's ability to effectively govern the district. Consistent attendance promotes informed decision-making, continuity in governance, and accountability to the students, employees, and community served by the district.

Attendance Expectations

A board member may receive compensation for up to two absences from board meetings per year without regard to the cause of the absence. Additional absences beyond the allotted two are within the board's discretion pursuant to Education Code section 35120.

Trustees are expected to attend all regular and special meetings of the Board of Education, unless prevented from doing so by circumstances beyond their control.

For purposes of trustee compensation, each trustee shall be eligible for compensation for up to **two (2) absences during each calendar year**, regardless of the reason for the absence.

In addition to the two-compensated absences described above, trustees may receive compensation for absences resulting from **bereavement leave**, consistent with applicable provisions of California law.

Unused compensated absences shall not carry over from one calendar year to the next.

Trustees shall not receive compensation for absences beyond those authorized by board policy, except as otherwise required by law.

Annual Attendance Report

To promote transparency and accountability, the superintendent or designee shall prepare an annual board attendance report summarizing encompassing each trustee's tardies and attendance at regular and special meetings of the board during the preceding calendar year.

The attendance report shall be presented to the board during the annual Organizational Meeting as an informational item on the consent calendar.

The purpose of the report is to provide a transparent annual summary of board attendance and shall not require board action.

Committee and Liaison Meetings

The board recognizes the important role of board-appointed committees and liaison assignments in supporting the work of the board. While the ad hoc committee discussed attendance expectations for committee meetings and liaison assignments, it concluded that additional review is warranted before recommending formal attendance requirements in those areas.

~~Accordingly, attendance expectations for board-appointed committees and liaison assignments shall remain subject to future board review.~~

Timeliness and Participation

Trustees are expected to arrive on time and remain for the duration of board meetings whenever reasonably possible.

~~Rather than establishing a separate tardiness policy, concerns regarding repeated late arrivals, early departures, remote participation beyond board expectations, or other attendance-related governance concerns shall be addressed through the Board Member Accountability Process contained in this Governance Handbook.~~

~~The board recognizes that occasional scheduling conflicts or unforeseen circumstances may arise; however, trustees are expected to make every reasonable effort to fulfill their governance responsibilities through timely attendance and active participation in Board meetings.~~

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Additional Board Information

Board-appointed/Board-approved Committees

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

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

Electronic Media

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

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

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

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

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

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

Complaints from Community/Staff

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

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

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

Affirmed on this 12th day of May 2026.



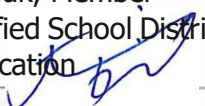
Ben Avey, Member
San Juan Unified School District
Board of Education



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



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



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



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

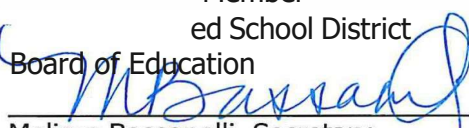


Zima Creason, Member
San Juan Unified School District
Board of Education



Manuel Perez,
San Juan Unifi

Member
ed School District
Board of Education



Melissa Bassanelli, Secretary

San Juan Unified School District
Board of Education

San Juan Unified Rules of Order

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

Amendments and Updates

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

The Role of the Chair

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

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

The Basic Format for an Agenda Item Discussion

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

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

or after discussion has ended, the chair should announce the body will vote on the motion.

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

Motions

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

Types of Motions

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

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

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

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

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

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

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

Multiple Motions Before the Body

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

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

Debate on Motions

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

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

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

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

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

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

Majority and Super Majority Votes

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

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

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

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

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

and it requires a two-thirds vote to pass.

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Counting Votes

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

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

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

Courtesy and Decorum

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

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

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

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

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

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

Meeting Norms

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals.
- We will respect differences and show respect.
- When everyone shares their opinions, we make better decisions.
- We will wait to speak until a team member has finished talking.
- We will listen actively to all ideas in order to enhance understanding.
- We will model inclusivity and be inclusive of each other.
- We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.
- We will respect differences, show respect and never dismiss or devalue others.
- When we have a difference of opinion, we will debate the facts of the situation and avoid addressing personalities. We will address process, not personalities.
- We will build upon the ideas of others and look for common ground.
- We will address all issues and concerns openly with each other without assumptions or bias.
- We will come prepared for meetings by reading all materials in advance and having pre-conversations with the Superintendent or possibly other staff when appropriate.

Protocols in Case of Meeting Disruption

Protocols in Case of Meeting Disruption

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

What is a Disruption?

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

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

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

Response – Removing an Individual or Group

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

Response

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

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

Clearing the Room

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

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

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

Postponing the Meeting

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

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

Board Policy Manual San Juan Unified School District

Bylaw 9200: Limits Of Board Member Authority

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 10/25/2022 | Last Reviewed Date: 10/25/2022

The Governing Board recognizes that the board is the unit of authority over the district and that a board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the board as a whole, individual board members shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual board members shall submit requests for information to the superintendent or designee. At their discretion, the superintendent may refer the request to the entire board for consideration. If approved, the superintendent or designee shall perform any necessary research associated with the request and report to the board at a future meeting. Board members shall refer board related correspondence to the superintendent or designee for forwarding to the board or for placement on the board's agenda, as appropriate.

Individual board members do not have the authority to resolve complaints. Any board member approached directly by a person with a complaint shall refer the complainant to the superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

No members of the board shall be asked to perform any routine or clerical duties which may be assigned to an employee, nor shall any board member become an employee of the district while serving on the board.

A board member whose child [or relative \(as defined by Education Code section 35107\(e\)\)](#) is attending a district school should be aware of their role as a board member when interacting with district employees about their child. Because their position as a board member may inhibit the performance of school personnel, the board member should inform the superintendent or designee before volunteering in their child's classroom.

Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the board, or when delegated specific tasks by board action.

Obligations of Members

Members of the board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the board, and vote on all motions and resolutions, abstaining only for compelling reasons.

Board members should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to

the people of the district.

Responsibility of Members and Superintendent re Brown Act

Board members and persons elected to the board are responsible for complying with the requirements of the Brown Act even if they have not yet assumed office and, for purposes of enforcement under the Brown Act, such persons shall be treated as if they have already assumed office. (Government Code section 54952.1)

The superintendent or designee shall provide a copy of the Brown Act to each board member and to anyone who is elected to the board but has not yet assumed office. (Government Code section 54952.7)

**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2026-2027**

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09/22/2026

OCTOBER 13

Interviews to Fill Vacancy in Trustee Area 1 – D	Allen
Provisional Appointment of Trustee Area 1/Oath of Office – A	Allen
Variable Term Waivers – A	Henry
Assignment of Teachers Outside Regular Base Credential – A	Henry
Provisional Internship Permits – A	Henry
Intent to Convey Temp Easement at Gateway Community Charter (Winterstein) to Golden State Water – A	Camarda
Williams Complaint Report – R	Gaddis

OCTOBER 27

Recognition: National School Psychology Week (Nov. 2-6) – A	Dale
Data Review: Math & ELA CAASPP – R	Dale
New Board Policy 5141.5 Mental Health – D	Oaxaca
Public Hearing No. 1: Choices Charter School Renewal Petition – PH/D	Oaxaca
Public Hearing: Convey Temp Easement at Gateway Comm. Charter (Winterstein) to Golden State Water-A [Disc. 10/13/26]	Camarda
Resolution: Commit Fund Balance – A	Ryan
Legislative Priorities for 2027-2028 – D/A	Thigpen
*Federal Consolidated Application 2026-2027 – A	Oaxaca

NOVEMBER 17 (3rd Tuesday)

Board reception honoring outgoing board members (before board meeting)

Math Adoption & Textbook Utilization Update – R	Dale
Examining Student Screen Time – R	Dale
Public Hearing No. 2: Gateway International School Charter Renewal Petition – PH/A [Discussed 09/08/26]	Oaxaca
Rio Americano HS Stadium Project Environmental Impact Report (EIR) – A	Camarda
Rio Americano HS Stadium Project Approval – A	Camarda
Set Annual Organizational Meeting – A	Board
*New Board Policy 5141.5 Mental Health – A [Discussed 10/27/26]	Oaxaca
*Continued Funding Application CSPP – A	Townsend-Snider

DECEMBER 15 (3rd Tuesday)

Board reception/swearing-in (before board meeting)

Annual Organizational Meeting – A	Board
Data Review: CCI, ELPAC/ELPI, Local Indicators – R	Dale
Adult Education Update – R	Schnepf
2025-2026 Audit Report – A	Ryan
2026-2027 First Interim & Budget/Financial Status Report – A	Ryan
Public Hearing No. 2: Options For Youth Charter School Renewal Petition – PH/A [Discussed 09/22/26]	Oaxaca
Public Hearing No. 1: Golden Valley River School Charter Renewal Petition – PH/D	Oaxaca
*Resolution: Emergency Contracting – A	Ryan
*Resolution: Authorized Signature - Power to Contract on Behalf of the District – A	Ryan
*Resolution: Delegating Signature Authorization to the Superintendent – A	Ryan
*Minimum Wage Increase (Short Term, Temporary) – A	Henry

JANUARY 12

Literacy Update – R	Dale
High School Update – R	Schnepf
Criteria for PKS Tie Break (Certificated TK-12) – D	Henry
Criteria for PKS Tie Break (Certificated ECE) – D	Henry
Criteria for PKS Tie Break (Certificated Adult Ed) – D	Henry
Public Hearing No. 1: California Montessori Project Charter School Renewal Petition – PH/D	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
Revisions to Board Bylaw 9250 Remuneration, Reimbursement And Other Benefits – D	Gaddis
*Resolution: CCTR Continued Funding Application Designated Personnel 2027-2028 – A	Townsend-Snider
JANUARY 26	
Recognition: 2027 Classified Employees of the Year – A	Henry
Recognition: National School Counseling Week (Feb. 1-5) – A	Schnepp
Recognition: National School Social Work Week (Mar. 7-13) – A	Oaxaca
Multilingual Learner Program Update – R	Oaxaca
Public Hearing No. 2: Choices Charter School Renewal Petition – PH/A [Discussed 10/27/26]	Oaxaca
Resolution: Criteria for PKS Tie Break (Certificated TK-12) – A [Discussed 01/12/27]	Henry
Resolution: Criteria for PKS Tie Break (Certificated ECE) – A [Discussed 01/12/27]	Henry
Resolution: Criteria for PKS Tie Break (Certificated Adult Ed) – A [Discussed 01/12/27]	Henry
Revisions to Board Bylaw 9250 Remuneration, Reimbursement And Other Benefits – A [Discussed 01/12/27]	Gaddis
*Annual Policy Review – A [Discussed 01/12/27]	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
*Early Head Start/Head Start Budget Mod/Carryover Funds – A	Townsend-Snider
FEBRUARY 9	
Mid-Year LCAP Update 2026-2027 – R	Oaxaca
Choices Charter School Mid-Year LCAP Update 2026-2027 – R	Oaxaca
Early Years Education Update – R	Townsend-Snider
Recommendation for Reductions in PKS (Certificated TK-12) – D	Henry
Recommendation for Reductions in PKS (Certificated ECE) – D	Henry
Recommendation for Reductions in PKS (Certificated Adult Ed) – D	Henry
Notice of Intent to Reduce Classified Positions – D	Henry
FEBRUARY 23	
Recognition: Arts Education Month (March) – A	Dale
District TK-12 Mathematics Adoption Progress Update – R	Dale
Proposed Revisions to Board Policy 6146.1 High School Graduation Requirements – D	Schnepp
Facilities Master Plan Update – R	Camarda
Resolution: Reductions in PKS (Certificated TK-12) – A [Discussed 02/09/27]	Henry
Resolution: Reductions in PKS (Certificated ECE) – A [Discussed 02/09/27]	Henry
Resolution: Reductions in PKS (Certificated Adult Ed) – A [Discussed 02/09/27]	Henry
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/09/27]	Henry
Public Hearing No. 2: Golden Valley River School Charter Renewal Petition – PH/A [Discussed 12/15/26]	Oaxaca
2027 CSBA Delegate Assembly Election – A	Board
MARCH 16 (3rd Tuesday)	
Recognition: Week of the Young Child (Apr. 10-16) – A	Townsend-Snider
Recognition: School Library Month (April) – A	Dale
New High School Courses – D	Dale
Second Interim Budget Report – R	Ryan

Public Hearing No. 2: California Montessori Project Charter Renewal Petition – PH/A [Discussed 01/12/27]	Oaxaca
*Proposed Revisions to Board Policy 6146.1 High School Graduation Requirements – A [Discussed 02/23/27]	Schnep

APRIL 13

Recognition: Adult Education Week (Apr. 18-24) – A	Schnep
Recognition: School Bus Driver Appreciation Day (Apr. 27) – A	Henry
Instructional Materials Adoptions – D	Dale
Transportation Update – R	Camarda
Williams Complaint Report – R	Gaddis
Proposed Board Meeting Dates for 2027-2028 – A	Board
*New High School Courses – A [Discussed 03/16/27]	Dale
*Charter School Lease Amendments – A	Camarda
*Head Start and Early Head Start Grant Application 2027-2028 – A	Townsend-Snider

APRIL 27

Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 12) – A	Henry
Recognition: 2028 Certificated Employees of the Year	Henry
San Juan Youth Voice Advocates – R	Oaxaca
Instructional Technology – R	Dale
*Instructional Materials Adoptions – A [Discussed 04/13/27]	Dale

MAY 11

Recognition: Classified School Employee Week (May 16-22) – A	Henry
Recognition: National Speech Pathologist Day (May 18) – A	Dale
Citrus Heights Schools Update – R	Townsend-Snider
Strategic Plan Update – A	Allen
Hearing Officer's Recommendation-2027 Reduction in Force (if applicable) – A	Gaddis
*Head Start/Early Head Start COLA Funding Allocation 2027-2028 – A	Townsend-Snider
*Adult Education Course Approval – A	Schnep

MAY 25

Recognition: National Science Bowl (if applicable)	Schnep
Recognition: Science Olympiad (if applicable)	Schnep
Recognition: Academic Decathlon (if applicable)	Schnep
Special Education Update – R	Dale
Public Hearing: SELPA Local Plan Annual Update – A	Dale
High School Cell Phone/Mobile Device Policy – D	Allen
*Facility Lease Amendments – A	Camarda
*Head Start/Early Head Start SETA Grant Resolution 2027-2028 – A	Townsend-Snider

JUNE 8

Public Hearing: LCAP – PH/D	Oaxaca
Public Hearing: LCAP/Choices Charter School – PH/D	Oaxaca
Public Hearing: Adoption of the 2027-2028 Budget – PH/D	Ryan
Public Hearing: Declining Enrollment – PH/D	Ryan
Temporary Interfund Borrowing of Cash – A	Ryan
Cabinet Contracts – A	Gaddis
*Audit Reports for Measures J, N and P – A	Ryan
*CIF Superintendent Designation of Representatives 2027-2028 – A	Schnep

JUNE 22

California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/08/27]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca

LCAP Choices Charter School – A [Public Hearing 06/08/27]	Oaxaca
Adoption of the 2027-2028 Budget – A [Public Hearing 06/08/27]	Ryan
*2026-2027 Actuarial Report OPEB – A	Ryan
*Charter School 2025-2026 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plans for Student Achievement (SPSAs) – A	Oaxaca
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider

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