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

Michael McKibbin, Ed.D., President
Zima Creason, Vice President
Pam Costa, Clerk
Saul Hernandez, Member
Paula Villescaz, Member

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Public comment may be offered in person during the board meeting. Alternatively, you can view the board meeting on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's YouTube channel or by visiting https://www.sanjuan.edu/boardmeeting where the link will be posted approximately 15 minutes prior to the start of the meeting. The business to be considered at this board meeting is on the following agenda:

Board of Education Agenda
April 5, 2022

A. OPEN SESSION/CALL TO ORDER/WORKSHOP **4:00 p.m. - 5:30 p.m.**
1. Governance Transition to Seven Board Members (Kern)
Material provided.

Discussion: regarding aspects of the upcoming transition from five to seven board members.

B. ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:45 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.

C. CLOSED SESSION – 5:45 p.m.
1. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Senior Director, Labor 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).

D. RECONVENE OPEN SESSION/PLEDGE OF ALLEGIANCE – 6:30 p.m.

E. APPROVAL OF THE MINUTES – March 22, 2022, regular meeting, pages 2417-2420.

F. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 p.m.
1. High School Student Council Reports
2. Staff Reports
3. Board-appointed/District Committees
4. Employee Organizations
5. Other District Organizations
6. Closed Session/Expulsion Actions (Government Code section 54957.1)

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 – H-1/H-7 – 7:20 p.m.
Action: The administration recommends that the consent calendar, H-1 through H-7, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.

2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and piggyback contracts.

3. *Business/Financial Report – notices of completion.

4. Acceptance of the following gifts: (# = donor's estimate)
Bella Vista High School: from Sacramento Region Community Foundation Ose Family Fund – for 2022 Ose Family Community Service Award recipient: $1,000.
Mesa Verde High School: from Green Acres Nursery & Supply – for baseball: $500; from North Valley Sports Booster Club – for athletics: $64; from Ken Edwards – for two pole vault poles for athletics/track & field: $1,495.72; from Rotary Club of Citrus Heights – for shoes for students in need: $2,250; from Optimist Club of Country Club – for baseball: $8,000, for girls and boys basketball: $8,500, for associated student body: $6,000;

5. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.

6. *Approval to implement the following grant, if funded: After School Education and Safety (ASES) Program Renewal 2022-2025.

7. *Adoption of Resolution No. 4013 approving the first amendment to the lease agreement for the Starr King K-8 transitional kindergarten/kindergarten new construction project no. 147-9512-P1 between San Juan Unified School District and Otto Construction.

*Material provided.

I. CONSENT CALENDAR (continued, if necessary)
Discussion and action on the items removed from the consent calendar.

J. BUSINESS ITEMS

1. Instructional Materials Adoptions – 7:25 p.m. (Schnepp)
Material provided.

Discussion: regarding Report IIs related to the new instructional materials adoptions for Science and Health – Biology: The Living Earth; Honors Biology: The Living Earth; Chemistry in the Earth System; Honors Chemistry in the Earth System; High School Health; Environmental Science; Middle Years Programme (MYP) Honors Biology, Honors Chemistry, Honors Physics and Conceptual Physics; and World Language – Spanish 1-4. Action anticipated: 04/19/2022.

2. New High School Courses – 7:40 p.m. (Schnepp)
Material provided.

Discussion: regarding new proposed high school courses for 2022-2023. Action anticipated: 04/19/2022.

3. Proposed Board Meeting Dates for 2022-2023 – 7:50 p.m. (Board)
Material provided.

Action: The superintendent is recommending that the board review and approve the proposed board meeting dates for the 2022-2023 school year.

K. BOARD REPORTS – 7:55 p.m.

L. FUTURE AGENDA – 8:05 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

M. VISITOR COMMENTS – 8:10 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.

C. CLOSED SESSION (continued, if necessary)
Announcement of topics/announcement of actions.

N. ADJOURNMENT – 8:15 p.m.

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). When an item indicates "material provided," the additional information is available prior to the meeting in the Information and Communication Office, 3738 Walnut Avenue, Carmichael, (916) 979-8281, or on the district website at www.sanjuan.edu.

*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.*

NOTE: The times indicated are approximate.

Mission Statement

Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: A-1

MEETING DATE: 04/05/2022

SUBJECT: Governance Transition to Seven Board Members

CHECK ONE:
For Discussion: ☐
For Action: ☐
Report: ☐
Workshop: ☒
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board discuss aspects of the upcoming transition from five to seven board members.

RATIONALE/BACKGROUND:
In the summer of 2021, San Juan Unified transitioned to by-trustee area elections after the Board of Education approved a map that reflected seven trustee areas. Subsequently, on February 15, 2022, the board passed a resolution adopting the redistricting scenario map 1 as the new trustee area map for board elections, which took into consideration data from the 2020 Census. The adopted map has been shared with the Sacramento County Registrar of Voters for implementation by the July 6, 2022, deadline, in order to be ready for the November 2022 election.

As a result of today's discussion, any agreed-upon protocols and norms will be incorporated into the governance handbook and/or board bylaws, as appropriate, for approval at a future board meeting.

ATTACHMENT(S):
A: Presentation
B: Governance Handbook

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only: ☐ On-going: ☐

LCAP/STRATEGIC PLAN:
Goal: N/A
Focus: N/A
Action: N/A
Strategic Plan: N/A

APPROVED BY: Kent Kern, Superintendent of Schools KK

Considerations in Board Governance

Transitioning from 5 to 7 members

Board of Education
April 5, 2022

1

Agenda

Representing an Area and Serving the Entire District

- Visiting Schools/Events
- Representation and Voice
  - Student Board Reports
  - Board-Appointed Committees
  - Board Discussion and Reports

Logistics and Mechanics

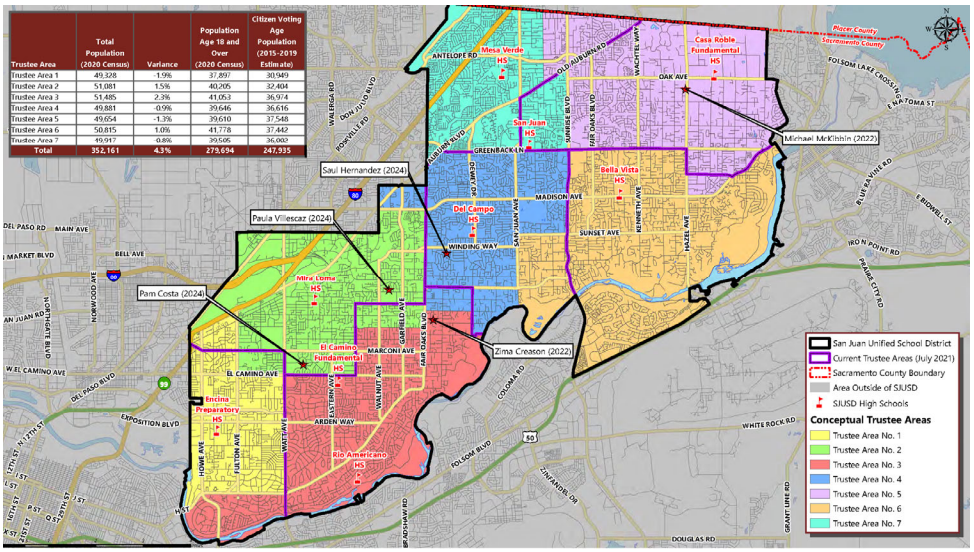
- Participation in Graduation(s)
- Meeting Adjustments
- Requesting Agenda Items
- Meeting Materials

Purpose: Allow staff to hear board members' interests. Edits to bylaws and the Board Governance Handbook will return to the board for discussion and action at a future date.

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Representing an Area and Serving the Entire District

Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2015-2019 Estimate)
Trustee Area 1	49,328	-1.9%	37,897	30,949
Trustee Area 2	51,081	1.5%	40,205	32,404
Trustee Area 3	51,485	2.3%	41,053	36,974
Trustee Area 4	49,881	-0.9%	39,646	36,616
Trustee Area 5	49,654	-1.3%	39,610	37,548
Trustee Area 6	50,815	1.0%	41,778	37,442
Trustee Area 7	49,917	-0.8%	39,505	36,003
Total	352,161	4.3%	279,654	247,935



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Visiting Schools / Events

- Expectations for invitations
- Expectations for RSVPs



4

Representation & Voice

Student Board Reports

- Build connections with students in each area
- Formal and informal voice

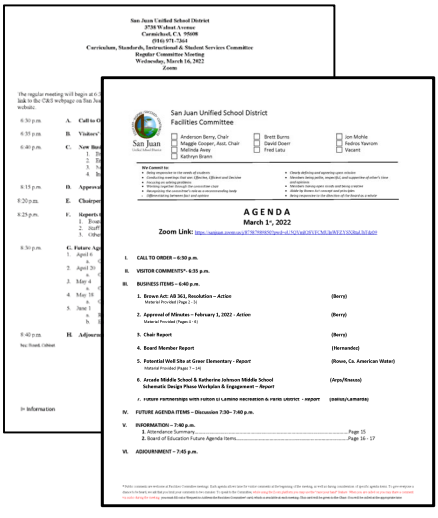


5

Representation & Voice

Board-Appointed Committees

- Selection of committee members
- Student representation
- Reporting activities to the board



San Juan Unified School District
Facilities Committee

AGENDA
March 1st, 2022

6

Representation & Voice

Board Discussion & Reports

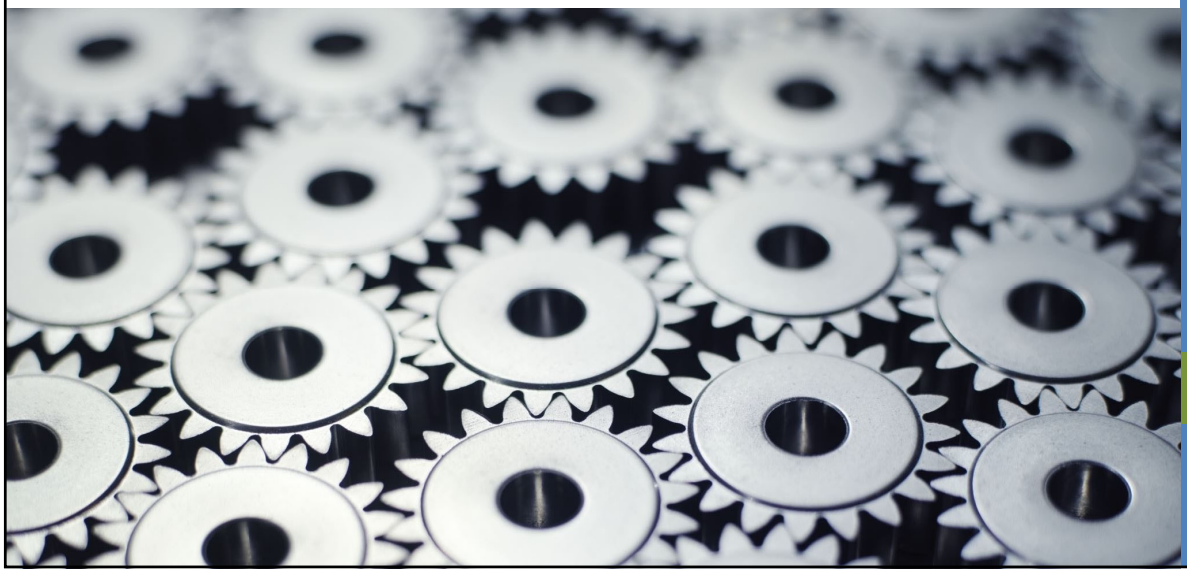
- Expectations and norms to provide equal voice
- Structures to support board members' reports



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San Juan Unified School District

Logistics & Mechanics



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San Juan Unified School District

Participation in Graduation(s)

- Build connections with students in each area
- Formal and informal voice

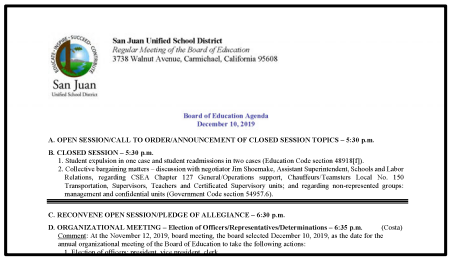


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San Juan Unified School District

Meeting Adjustments

- Time for meetings / adjusting start time
- Impact on closed sessions



San Juan Unified School District
Regular Meeting of the Board of Education
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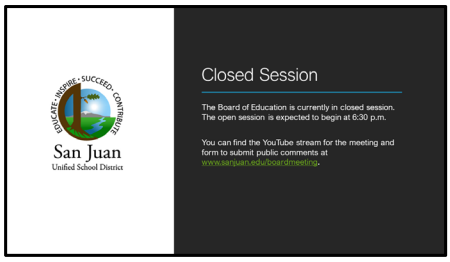
Board of Education Agenda
December 18, 2019

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

B. CLOSED SESSION – 5:30 p.m.
1. Student expulsion in one case and student readmissions in two cases (Education Code section 48918[f]).
2. Collective bargaining matters – discussion with negotiator Jim Shoemake, Assistant Superintendent, Schools and Labor 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. ORGANIZATIONAL MEETING – Election of Officers/Representatives/Determinations – 6:35 p.m. (Costa)
Comment: At the November 12, 2019, board meeting, the board selected December 10, 2019, as the date for the annual organizational meeting of the Board of Education to take the following actions:

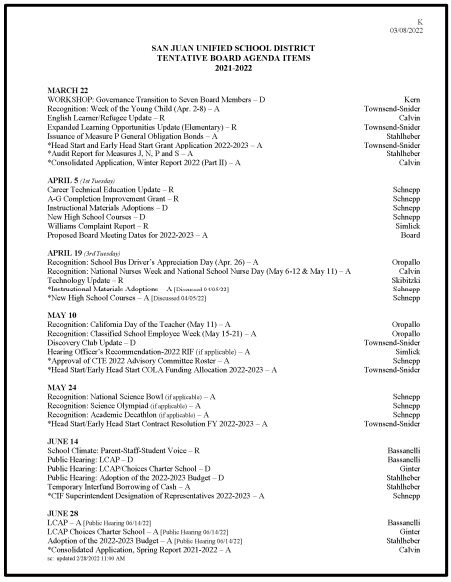


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San Juan Unified School District

Requesting Agenda Items

- Individual member request vs. board request for agenda items
- Staff added agenda items



K
03/08/2022

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2021-2022

MARCH 22
WORKSHOP: Governance Transition to Seven Board Members – D — Kern
Recognition: Week of the Young Child (Apr. 2-8) – A — Townsend-Snider
English Learner/Refugee Update – R — Calvin
Expanded Learning Opportunities Update (Elementary) – R — Townsend-Snider
Issuance of Measure P General Obligation Bonds – A — Stahlheber
*Head Start and Early Head Start Grant Application 2022-2023 – A — Townsend-Snider
*Audit Report for Measures J, N, P and S – A — Stahlheber
*Consolidated Application, Winter Report 2022 (Part II) – A — Calvin

APRIL 5 *(1st Tuesday)*
Career Technical Education Update – R — Schnepp
A-G Completion Improvement Grant – R — Schnepp
Instructional Materials Adoptions – D — Schnepp
New High School Courses – D — Schnepp
Williams Complaint Report – R — Simlick
Proposed Board Meeting Dates for 2022-2023 – A — Board

APRIL 19 *(3rd Tuesday)*
Recognition: School Bus Driver's Appreciation Day (Apr. 26) – A — Oropallo
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 11) – A — Calvin
Technology Update – R — Skibitzki
*Instructional Materials Adoptions – A [Discussed 04/05/22] — Schnepp
*New High School Courses – A [Discussed 04/05/22] — Schnepp

MAY 10
Recognition: California Day of the Teacher (May 11) – A — Oropallo
Recognition: Classified School Employee Week (May 15-21) – A — Oropallo
Discovery Club Update – D — Townsend-Snider
Hearing Officer's Recommendation- 2022 RIF (if applicable) – A — Simlick
*Approval of CTE 2022 Advisory Committee Roster – A — Schnepp
*Head Start/Early Head Start COLA Funding Allocation 2022-2023 – A — Townsend-Snider

MAY 24
Recognition: National Science Bowl (if applicable) – A — Schnepp
Recognition: Science Olympiad (if applicable) – A — Schnepp
Recognition: Academic Decathlon (if applicable) – A — Schnepp
*Head Start/Early Head Start Contract Resolution FY 2022-2023 – A — Townsend-Snider

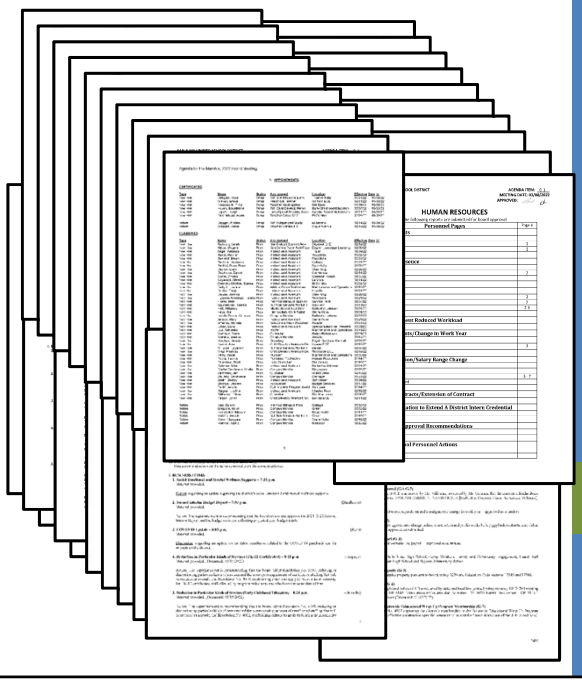
JUNE 14
School Climate: Parent-Staff-Student Voice – R — Bassanelli
Public Hearing: LCAP – D — Bassanelli
Public Hearing: LCAP/Choices Charter School – D — Ginter
Public Hearing: Adoption of the 2022-2023 Budget – D — Stahlheber
Temporary Interfund Borrowing of Cash – A — Stahlheber
*CIF Superintendent Designation of Representatives 2022-2023 – A — Schnepp

JUNE 28
LCAP – A [Public Hearing 06/14/22] — Bassanelli
LCAP Choices Charter School – A [Public Hearing 06/14/22] — Ginter
Adoption of the 2022-2023 Budget – A [Public Hearing 06/14/22] — Stahlheber
*Consolidated Application, Spring Report 2021-2022 – A — Calvin
sc: updated 2/28/2022 11:00 AM

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Meeting Materials

- Opportunity to ponder how we can make board packets even more efficient and useful
- Variety of services with unique feature sets



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Questions
and
Board Discussion

13

San Juan
Unified School District

San Juan
Unified School District

Governance Handbook

Board of Trustees

Pam Costa

Zima Creason

Saul Hernandez

Michael McKibbin, Ed.D.

Paula Villescaz

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San Juan Unified School District Mission

Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

Shared Beliefs

We believe that:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy.

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 10th 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 50,000 students in our early learning, TK-12 and adult programs.

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 2020-2021 school year, the district's ethnic/racial makeup was: 0.6 percent American Indian or Alaskan Native, 25.4 percent Hispanic/Latino, 7.0 percent African American, 49.7 percent White, 7.8 percent Asian/Asian American, 0.6 percent Pacific Islander, 1.0 percent Filipino, 7.2 percent multi-race and 0.6 percent Not Reported.

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 educational program and public education.**

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
- Adherence to the Brown Act
- Demonstrating respect
- Creating transparency
- Communicating openly
- Listening actively
- Keeping commitments
- Being collaborative
- Taking the time needed to govern effectively
- Encouraging everyone's ideas and point of view

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 as if they had already assumed office.

The governance team attends the swearing-in ceremony and reception for the newly elected members.

Annual Organizational Meeting

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

At this meeting, the board shall

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

Speaking with a common voice

All public statements in the name of the board are made by the board president or, if appropriate, by the superintendent or senior director of community relations.

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 has been 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 (or, if necessary, through the board president).

Addressing conflict among board members

Because 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. Members will endeavor to maintain neutral body language and tone during deliberations.

School visitations

School visitations are encouraged to build understanding of the district's instructional programs, curriculum and staffs. 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 and the superintendent to the visit. 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.

Board Meetings

Placing items on board agendas

Board members may place any item on the agenda no later than six days prior to the scheduled meeting date; however, to give staff time to prepare materials, it is helpful to make the request at a regularly scheduled meeting during the Future Agenda discussion.

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 – work to 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. 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 his/her comments or questions.

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.

Unless otherwise provided by law, affirmative votes by a majority of the board's membership are required to approve any action under consideration, regardless of the number of members present.

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. Abstaining on a vote must be announced at the time the topic is first brought up and shall be based on one of the following: 1) the matter affects 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) "remote interests" as listed in Government Code section 1091. If a board member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

If a member was absent at the previous meeting, he/she will 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 three of the filled positions) are in attendance (Education Code section 35164, Board Bylaw 9323).

Additional Board Information

Board-appointed/board-approved committees

Board members appoint community members to the Curriculum, Standards, Instructional and Student Services Committee and the Facilities Committee. 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 he/she is not the board liaison, the board member should contact the board administrative assistant. This will eliminate the possibility of three 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 board members from exchanging information outside of a board meeting to:

- develop collective concurrence,
- 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 two 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 in the California Public Records Act (Government Code section 6250 et seq.). Public documents include emails and other correspondence from board members as well as from employees.

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 he/she 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 2022 Governance Handbook. We shall renew these agreements at the end of December annually.

Affirmed on this 14th day of December, 2021.

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

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

Saul Hernandez, Member
San Juan Unified School District
Board of Education

Michael McKibbin, Ed.D., Member
San Juan Unified School District
Board of Education

Paula Villescaz, Member
San Juan Unified School District
Board of Education

Kent Kern, Executive Secretary
San Juan Unified School District
Board of Education

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

Board of Education Minutes
March 22, 2022

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

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The March 22 regular meeting was called to order by the president, Dr. Michael McKibbin. The board meeting was held in person and also livestreamed on the district's YouTube channel.

Roll Call
Present:
Michael McKibbin, Ed.D., president
Zima Creason, vice president
Pam Costa, clerk
Saul Hernandez, member
Paula Villescaz, member

Visitor Comments: Closed Session (A-1)
There were no closed session visitor comments.

Closed Session (B)
The meeting was then recessed with the board convening in closed session to conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1) – two cases – Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475 and Name of Case: Carolina Flores, Neighborhood Elections Now, Petitioners, vs. San Juan Unified School District, Paula Villescaz, in her official capacity of Board President, Respondents, Verified Petition for Writ of Mandate Pursuant to the First Amendment, the California Constitution, California Public Records Act, and the Ralph M. Brown Act; and Complaint for Declaratory and Injunctive Relief, Sacramento Superior Court Case No. 34-2021-80003644-CU-WM-GDS; to consider student expulsions in two cases (Education Code section 48918[f]); and to discuss with negotiator Daniel Thigpen, Senior Director, Labor 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 meeting was called back to order by the president Dr. Michael McKibbin. Four members of the Casa Roble Fundamental High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)
It was moved by Ms. Villescaz, seconded by Ms. Creason, that the minutes of the March 8 regular meeting be approved. MOTION CARRIED 4-0-1 [AYES: McKibbin, Creason, Hernandez, Villescaz; NOES: None; ABSTAIN: Costa].

Recognition (E-1a)
It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. A-412 proclaiming the week of April 2-8 as

the Week of the Young Child. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

High School Student Council Reports (E-2)
High School Student Council representatives Kamran Siddiq from Meraki High School and Michael Yo from El Sereno High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-7)
Ms. Villescaz reported that the board voted unanimously to accept a hearing panel's recommendation of one suspended expulsion in case number S-42 and one expulsion in case number S-44.

Visitor Comments (F)
There were no general visitor comments.

Consent Calendar Approved (G-1/G-11)
Ms. Costa pulled item G-12. It was moved by Ms. Villescaz, seconded by Mr. Hernandez, that the consent calendar items G-1 through G-11 be approved. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

Personnel (G-1)
Appointments, leaves of absence, separations, pre-retirement reduced workload and job description/salary range change – approved as submitted.

Purchasing Report (G-2)
Purchase orders and service agreements, change orders, construction and public works bids and piggyback contracts – approved as submitted.

Business/Financial Report (G-3)
Notices of completion and warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Earl LeGette Elementary School, Family and Community Engagement, Mesa Verde High School and Thomas Kelly Elementary School.

Head Start/Early Head Start Grant 2022-2023 (G-5)
Approval to submit and implement, if funded, the following grant: Head Start and Early Head Start Grant 2022-2023.

Consolidated Application Winter Report 2022 (G-6)
Approval to submit the 2021-2022 Consolidated Application Winter Report 2022 (Part II) to the California Department of Education (CDE) and State Board of Education (SBE).

Resolution No. 4011: Contracts for Emergency Repairs (G-7)
Adoption of Resolution No. 4011 giving the authority to enter a contract or contracts for emergency repairs pursuant to public contract code sections 22035 and 22050.

Ose Family Community Service Award (G-8)
Approval of the 2021 Ose Family Community Service Award for former Rio Americano High School student Steven Hartman who is currently attending UC Davis.

Grant: Every Student Succeeds Act Comprehensive Support and Improvement (G-9)
Approval to implement the following grant: Every Student Succeeds Act Comprehensive Support and Improvement 2021-2022.

Grant: Every Student Succeeds Act Comprehensive Support and Improvement (G-10)
Approval to implement the following grant: Sacramento Perennial Plant Club's Saul Wiseman Grant for La Vista Center.

Resolution No. 4012: Lease Amendment No. 1 Rio Americano High School CTE modernization projects (G-11)
Adoption of Resolution No. 4012 approving the first amendment to the lease agreement for the Rio Americano High School CTE modernization project no. 208-9495-P1, Health Science project no. 208-9495-P2 and Manufacturing and Product Development project no. 208-9495-P3, between San Juan Unified and CORE Construction Inc. dba CORE Construction Management.

Consent Calendar Continued (H)
Certification of Absence: Pam Costa (G-12)
Certification that the March 8, 2022, absence of board member Pam Costa occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

It was moved by Ms. Villescaz, seconded by Ms. Creason, that the consent calendar item G-12 be approved. MOTION CARRIED 4-0-1 [AYES: McKibbin, Creason, Hernandez, Villescaz; NOES: None; ABSTAIN: Costa].

English Learner and Refugee Update (I-1)
Deputy Superintendent Melissa Bassanelli introduced staff who gave an update on the current performance data and the programs and supports provided to English learner and refugee students. Office of Student Learning Assistance Director Gwyn Dellinger shared data regarding English learner students including a breakdown of primary languages, English language proficiency levels and reclassification rate trends. Program Specialist Genoveva Mendoza Navarrete spoke about the English Language Development (ELD) programs and course placements, professional learning opportunities for staff and primary language supports that are in place for students and families. Ms. Dellinger talked about the specific programs and supports for students identified as newcomers. English Learner Intervention Supervisor Sayed Mansoor discussed specifics related to refugee and immigrant students, which included a review of the prominent languages and the district's supports that are currently established. The Jailani Family shared their experiences (via video) about how they navigated the educational system as a new English learner family in San Juan Unified. Ms. Villescaz acknowledged the stories of perseverance, she commended staff for their work with Afghan families and she inquired about the increase in staff members who support English learners. Superintendent Kern publicly thanked Sayeed Mansoor and Ahmad Nimati for their work helping Afghan families earlier this school year. Mr. Hernandez inquired about opportunities for students to learn from each other, which staff shared ideas about potential tutoring opportunities and the use of student interns during the summer. Ms. Costa commended staff on the district's high reclassification rate and for the work with English learners. Ms. Creason thanked the Jailani Family for giving back and she commented on several items related to the presentation. Dr. McKibbin acknowledged the large number of departments involved in supporting English learners. Superintendent Kern thanked Ms. Dellinger for her leadership and he recognized the work of the entire team.

Elementary Expanded Learning Opportunities Update (I-2)
Assistant Superintendent of Elementary Education and Programs Amberlee Townsend-Snider and Northridge Elementary School Principal Petra Luhrsen gave an update on the Expanded Learning Opportunities (ELO) within the Elementary/K-8 division. Ms. Townsend-Snider provided background information about components of the ELO plan and the process and parameters of the grant plan. Ms. Townsend-Snider also discussed site level and centralized ELO actions. Ms. Luhrsen shared information about the ELO implementation experience at Northridge Elementary School, providing detailed information about how it has helped to reinvigorate the existing House System model. Ms. Townsend-Snider presented information about ELO at other elementary and K-8 school sites, which includes both academic and social emotional actions. Ms. Townsend-Snider also spoke about the continuous improvement process, noting the successes, challenges and next steps. Ms. Villescaz commented on the attendance improvement plan at Northridge Elementary, and she inquired about professional learning for instructional assistants and how the effectiveness of the one-time funds is being tracked, which staff addressed. Mr. Hernandez said he appreciates the House System model at Northridge Elementary and encouraged the sharing of successful ideas with other schools, which Superintendent Kern and Ms. Townsend-Snider commented on. Ms. Costa acknowledged all the successes that are making a big difference, noting that the work of great employees has made all the difference. Ms. Creason noted the sense of community at Northridge Elementary and she asked what the plan is when the one-time funds are depleted. Superintendent Kern said that once the district gets closer to the three-year mark that ELO actions would have to be reassessed and could potentially be considered for inclusion in the Local Control and Accountability Plan. Dr. McKibbin asked how students are placed into the House system model, which Ms. Luhrsen answered.

Resolution No. 4010: 1300 Campaign (I-3)
Superintendent Kern presented the item explaining that the 1300 Campaign initiative is a partnership between Improve Your Tomorrow and a number of other community groups with the goal of sending an additional 1300 young men of color to Sacramento State and UC Davis by 2025. The targeted sites within San Juan Unified are Encina, Mira Loma, Del Campo and San Juan high schools. Board members made comments and posed questions related to how school sites were identified and if a comparable program could be identified for women. It was moved by Mr. Hernandez, seconded by Ms. Villescaz, to adopt Resolution No. 4010 in support of the 1300 Campaign. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

Resolution No. 4008: Issuance of Measure P General Obligation Bonds (I-4)
Chief Financial Officer Jennifer Stahlheber presented information regarding the proposed issuance and sale of Measure N general obligation bonds to fund capital projects previously authorized by voters. Board members made comments and posed questions, which Ms. Stahlheber addressed. It was moved by Ms. Creason, seconded by Ms. Villescaz, to adopt Resolution No. 4008 authorizing the issuance of up to $150,000,000 Measure P (2016) general obligation bonds. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

New Financial Information System (I-5)
Ms. Stahlheber gave a presentation on the planned installation and implementation of a new Enterprise Resource Planning (ERP)/Financial Information System, which will modernize and streamline current paper processes in the majority of the district's business departments. Ms. Stahlheber provided background information on the selection process and she discussed some advantages of an ERP. Superintendent Kern thanked the fiscal team for its work, acknowledging that the ERP will improve how schools are supported. Board members made comments and posed questions, which staff addressed.

Board Reports (J)
Ms. Costa reported the passing of two former El Camino teachers and coaches, Frank Calcagno and John Christopulos.

Ms. Villescaz shared that she, and other board members, attended the musical *Oklahoma!* at El Camino Fundamental High School, and she also participated in Read Across America Day.

Mr. Hernandez reported that he visited an elementary school on the first day that masks were optional, where he enjoyed seeing smiling faces again and he also observed support for students who continue to wear masks.

Ms. Creason said she also attended the musical *Oklahoma!*, she continues to visit school sites, she is happy to hear that students are respecting the choices of their peers related to mask wearing and she is pleased to be able to safely return to in-person events.

Future Agenda (K)
There were no items added to the future agenda.

Visitor Comments (L)
There were no general visitor comments.

Adjournment (M)
At 8:43 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Michael McKibbin, Ed.D., President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-1
MEETING DATE: 04/05/2022
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	1
Certificated	1
Classified	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	
Certificated	
Classified	2-8
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Promotion	Levis, David	Prob	Principal 9/12	San Juan	07/01/22
Promotion	Petersen, Jennifer	Prob	Principal 9/12	Mesa Verde	04/06/22
Promotion	Jimenez, Hady	Prob	Principal K/8	Sierra Oaks	04/06/22

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Rehire	Brouillet, Denise	Temp	Tch-Resource Spec K/12	Special Education-Kenneth	03/22/22 06/09/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Albert, Daniel	Prob	Junior Mechanic	Transportation	03/23/22
New Hire	Altaee, Hadeel	Prob	Instructional Assistant I	Howe Avenue	03/23/22
New Hire	Arciniega, Iris	Prob	Instructional Assistant I	Trajan	03/07/22
New Hire	Argumedo, Carolina	Prob	Registrar/Secretary Academy	Encina AC/La Entrada	01/15/22
New Hire	Beck, Kristopher	Prob	Warehouse/Delivery Worker	NS Central Dist Warehouse	03/29/22
New Hire	Bernas, Joan	Prob	Instructional Assistant I	Skycrest	03/24/22
New Hire	Bolton, Andrea	Prob	School Playground Rec Aid	Cowan	03/22/22
New Hire	Canfield, Alicia	Prob	Instructional Assistant I	Del Dayo	03/22/22
New Hire	Cheniguel, Rofia	Prob	Instructional Assistant II	Grand Oaks	03/28/22
New Hire	Esparza, Robert	Prob	Custodian	Maintenance and Operations	04/04/22
New Hire	Garcia, Victor	Prob	Payroll Technician I	Payroll	03/28/22
New Hire	Green, Celest	Prob	Instructional Assistant III	Greer	03/22/22
New Hire	Hang, Christopher	Prob	Custodian	Dyer-Kelly	03/31/22
New Hire	Haraburda, Yvette	Prob	Nutrition Services Worker I	Starr King	03/03/22
New Hire	Hazratzada, Ramzia	Prob	Nutrition Services Worker I	Dyer-Kelly	03/17/22
New Hire	Jacobus, Katherine	Prob	Instructional Assistant Health	Health Services	03/25/22
New Hire	Jaimes, Ana	Prob	Sch/Comm Res Asst Spanish	English Lang Learning	03/22/22
New Hire	Kennedy, Lorrie	Prob	Nutrition Services Worker I	Trajan	03/10/22
New Hire	Kollman, Carol	Prob	School Playground Rec Aid	Cowan	03/23/22
New Hire	Lemus, Edith	Prob	Custodian	Rio Americano	03/17/22
New Hire	Marfia, Emily	Prob	College and Career Tech	San Juan	04/04/22
New Hire	Masudi, Mohammad	Prob	Intermediate Clerk Typist	Student Learning Assistance	03/21/22
New Hire	Navasero, Nicholas	Prob	Instructional Assistant III	Del Campo	03/16/22
New Hire	Padilla, Gerardo	Prob	Sch/Comm Res Asst Spanish	English Lang Learning	03/28/22
New Hire	Pela, Onome	Prob	Social Emotional Support	LSC Region 1 @ Arcade	04/04/22
New Hire	Perricone, Isabella	Prob	Intermediate Clerk Typist	Facilities	04/04/22
New Hire	Rashidee, Ahmad Jawid	Prob	IA-Bilingual-Dari	Mira Loma	03/07/22
New Hire	Redfern, Cassidy	Prob	Instructional Assistant I	Mariposa	04/01/22
New Hire	Rolf, Amelia	Prob	Intermediate Clerk Typist	Barrett	03/22/22
New Hire	Simmons, Valerie	Prob	Nutrition Services Worker I	Greer	03/03/22
Rehire	Knoles, Josh	Prob	Campus Monitor	Mesa Verde	03/29/22
Rehire	Sanders, Vanessa	Prob	Intermediate Clerk Typist	Pasadena Avenue	04/01/22

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid w/Benefits	Platt, Elizabeth	Prob	Tch-Site Resource-Elem	Cameron Ranch	04/22/22 06/09/22

3. SEPARATIONS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Retirement	Mendoza-Ramirez, Lupe	Perm	Vice Principal	Kingwood	06/30/22

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Karnesky Stevens, Judith	Prob	Tch- Mod/Severe K12	Mesa Verde	02/25/22
Resignation	Oswald, Erica	Perm	Teacher Grade 9-12	Encina	06/08/22

3. SEPARATIONS (Continued)

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Aissaoui, Sarah	Prob	Non-Instruct Support Aide	Skycrest	03/10/22
Resignation	Azeez, Vivian	Prob	Child Dev Assistant- SA	Northridge ECE	03/21/22
Resignation	Bailey, Barbara	Perm	Instructional Assistant III	Barrett	12/17/21
Resignation	Bracken, Abigail	Prob	Instructional Assistant I	Greer	03/17/22
Resignation	Felix, Joseph	Prob	Intermediate Clerk Typist	Pasadena	03/11/22
Resignation	Greenhalgh, Emily	Prob	Custodian	Starr King	03/17/22
Resignation	Lewis, Rodney	Perm	Nutrition Services Supv I	San Juan	03/01/22
Resignation	Lowe, Jordan	Prob	Custodian	Oakview	03/21/22
Resignation	Mahoney, Darren	Prob	M & O Work Order Tech	Maintenance and Operations	03/18/22
Resignation	O'Farrell, Elizabeth	Prob	Nutrition Services Worker I	Encina	03/11/22
Resignation	Orozco, Jennifer	Perm	Nutrition Services Worker II	Meraki	03/22/22
Resignation	Reyna, Kiani	Prob	Youth/Adult Emp Tech	Workability	12/17/22
Resignation	Rich, Gregg	Perm	Human Resources Analyst	Human Resources	04/06/22
Resignation	Robinson, Jonathan	Perm	Instructional Assistant III	Churchill	03/26/22
Resignation	Rodriguez, Desiree	Prob	Senior Personnel Clerk	Human Resources	03/14/22
Resignation	Strange, Desiree	Prob	Accountant	Budget Services	03/25/22
Termination	Elzea, Stefanie	Perm	Instructional Assistant-Health	Health Services	01/20/22

4. JOB DESCRIPTION / SALARY RANGE CHANGE

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Accountant	CSEA	Update	41	N/A	04/06/22
Campus Representative	CSEA	Update	13	N/A	04/06/22

POSITION TITLE: Accountant

DEFINITION: Under general direction, responsible for performing technical accounting and budgetary duties of assigned district budgets and/or programs; prepares projections and estimates and monitors account activity to identify and resolve discrepancies; provides oversight and technical guidance to district staff to ensure income/expenditures are accurately reported to fiscal services. Ensures accurate collection, analysis, and processing of data. Completes schedules, studies, and reports according to established laws, codes, regulations, and standards. Performs complex analytical work with minimum supervision.

DIRECTLY RESPONSIBLE TO: ~~Manager, Fiscal Services~~ ***Site Administrator, Program Manager, or Designee, as assigned***

SUPERVISION OVER: N/A

DUTIES AND RESPONSIBILITIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Prepare, audit, analyze, and verify financial reports and records.
2. Reconcile general ledger accounts.
3. Prepare month-end and year-end closing entries.
4. Prepare monthly budget-to-actual analysis and resolve variances with appropriate administrators.
5. Analyze, prepare, and review data for input into federal, state, and local financial reports.
6. Prepare and/or review cash flows and other data necessary in the preparation of financial reports.
7. Provide staff development and training in the use of the district's computerized financial systems and processes.
8. Oversee fixed assets inventory process.
9. Answer questions or concerns from administrators, clerical staff and the public requiring interpretation of complexlaws, rules and regulations governing the district's accounting procedures and budget.
10. Monitor and update budget, accounting, and other related financial data, including preparation and tracking of monthly financial reports.
11. Analyze, evaluate, and develop procedures to meet needs of preparation, control, and coordination of departmental budgets.
12. Posts, examines, adjusts, balances, and reconciles accounting records; allocates funds to correct accounts; post budget transfers as needed.
13. Locates and resolves problems and determines corrective entries; uses judgment in balancing and reconciling differences within the record keeping system, resolving most problems without assistance.
14. Perform internal audits and assists external auditors by preparing documentation required for annual audits.
15. Perform professional level accounting work in accordance with a prescribed accounting system, federal and state laws, Generally Accepted Account Principles (GAAP) and California Schools Accounting Manual (CSAM).

16. Develop and maintain spreadsheets and generate a variety of computerized reports.
17. Coordinate and analyze costs and prepare budget projections.
18. Monitor compliance and collection of financial data for state, federal and local reimbursement in order to meet legal, fiduciary, and statutory regulations.
19. Compare and reconcile reports, forms, and other financial documents.
20. Perform other related duties as assigned that support the objective of the position.
21. Collaborates with other district departments to reconcile position control and ensure all district authorized positions are accurately reflected within district budgets and the position control system.
22. Provides technical guidance and oversight for assigned areas of responsibility to assist district staff at the site/program/department level.
23. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Any combination of training, education, and/or experience equivalent to graduating with a four- year degree from an accredited college or university with major course work in accounting, finance, or a related field. Accounting and budget experience in a school district or government agency is desired. A combination of a two-year degree and four years of related work experience in California School Finance may be substituted for degree or six years of related work experience in California School Finance.

Licenses and Certificates:

- Valid Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license

Knowledge, Skills, and Abilities:

- Knowledge of generally accepted accounting principles (GAAP), including California school district budgeting and accounting
- Knowledge of district objectives, operations and polices applicable to the fiscal servicesdepartment
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of modern office practices and procedures, including filing systems
- Knowledge of procedures and practices required in research, data collection, statisticalcomputation, and reports
- Knowledge of preparation of reports and financial documentation
- Ability to understand and follow verbal and written instruction
- Ability to learn, interpret, explain, and apply applicable federal, state, and local laws, regulations, rules, codes, policies, and procedures
- Ability to analyze and interpret fiscal data, draw logical conclusions, and prepare clear andconcise reports
- Ability to work independently, with minimum direction and make decisions within the framework of established guidelines
- Ability to establish and maintain records, and maintain confidentiality of privileged information obtained in the course of work
- Ability to establish priorities and meet deadlines
- Ability to perform research, compiling information from a variety of sources

- Ability to make mathematic computations quickly and accurately
- Ability to communicate effectively both verbally and in writing with all levels of district staffand the community
- Ability to explain procedures clearly and accurately to district personnel
- Ability to perform clerical tasks with maximum efficiency and accuracy
- Ability to remain calm in stressful situations
- Ability to work effectively with all levels of district staff and the community
- Ability to maintain consistent, punctual, and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- Continuous contact with staff with frequent interruptions and significant distractions

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Inspect documents and other written materials with fine print
- Move about facilities to conduct work, including sitting, or remaining in a stationary position for extended periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:
- Ability to work additional hours and weekends on occasion

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 11/17/2021
Updated: TBD

JOB DESCRIPTION

POSITION CODE: 759
Classified Group: CSEA
Salary Range: 13
Work Calendar: 017

POSITION TITLE: Campus Representative

DEFINITION: Under general supervision, assists in maintaining a positive and inviting school environment that promotes high standards of student motivation and student self-monitoring ~~at schools and programs that are designated as Title 1 schools,~~ ***of student groups pursuant to the district Local Control and Accountability Plan (LCAP)*** to support increased student attendance, parent-school communication, and parent and community involvement to increase student achievement. Identifies potential problems or challenges regarding student welfare, safety, and/or barriers to accessing school and learning, and works with all school community partners to address these needs.

DIRECTLY RESPONSIBLE TO: Site Administrator, as assigned

SUPERVISION OVER: N/A

DUTIES AND RESPONSIBILITIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Monitors school facilities (e.g., grounds, buildings, adjacent areas, parking lots, lunch time activities, etc.) for the purpose of providing ~~additional~~ support and incentives to ***targeted*** student ***groups, per the district LCAP,*** in feeling safe and ready to learn.
2. Arriving on time (to school/class), and building positive relationships with peers and school personnel to feel connected to the school.
3. Provides additional direction and reinforcement to respond to emergency situations (difficulty with peers, community disruptions, e.g., strangers on campus, gang influence, police activities, etc.) for the purpose of addressing safety and well-being of student(s) as well as providing follow-up with parents and families to broaden the support network for students at risk of failure.
4. Completes necessary written reports as requested by the site administrator.
5. Works with school personnel and students in the development of student activities and programs.
6. ***Collects related student data required for LCAP reporting purposes, as assigned by site administrator.***
7. Provides information to school visitors and directs them to the proper office.
8. Prepares and maintains various logs, records and reports related to daily activities, events and/or incidents.
9. Serves as a positive role model for students.
10. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Any combination of experience and training which provides the applicant with the knowledge, skills and ability required to perform the job duties; experience in youth related activities desirable.

Knowledge, Skills, and Abilities:

- ***Knowledge and skill in use of computers and assorted software programs***
- ***Knowledge of applicable school site and district policies and procedures***
- ***Knowledge of interpersonal skills using tact, patience, and courtesy***
- ***Ability to work effectively with all levels of district staff, students, and the public***
- ~~Ability to establish effective working relationships with students, school staff and the public~~
- Ability to communicate effectively both verbally and in writing with all levels of district staff, students, and the public
- ***Ability to collect and report data to site administration***
- Ability to deal tactfully and effectively with students and adults
- Ability to understand and follow verbal and written instruction
- Ability to work independently***, with minimum direction,*** and make ~~minor~~ decisions within the framework of established guidelines
- Ability to remain calm in stressful situations
- Ability to assess and diffuse tense situations
- Ability to operate two-way radio and related equipment
- Ability to maintain consistent, regular and punctual attendance

WORKING CONDITIONS:

Work Environment:

- Indoor and outdoor school environment
- Seasonal hot/cold weather
- Moderate noise
- Continuous contact with staff and students with significant distractions
- Contact with dissatisfied and/or uncooperative individuals

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- ***Inspect documents and other written materials with fine print***
- ***Communicate to exchange information in person, in small groups, and/or on the telephone***
- ***Move about facilities to conduct work, including sitting or remaining in a stationary position for long periods of time***
- ***Operate office equipment requiring repetitive hand movement and fine coordination***
- ~~Mobility and stamina to walk for a major portion of the work shift~~
- ~~Sufficient vision to read printed material~~
- ~~Sufficient hearing to hear normal and telephone conversation~~
- ~~Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation~~
- ~~Manual dexterity to write and operate business machines.~~

Hazards:

- Possible confrontations with students and other individuals
- Exposure to and contact with blood and other bodily fluids

Board Approved: 6/26/2012
Revised: TBD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-2
MEETING DATE: 04/05/2022

APPROVED:
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	NA	
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	

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

March 9, 2022 - March 22, 2022

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	3/9/2022	River City Food Bank	Family and community support to provide food, P-EBT and Cal-Fresh guidance	$ -	FACE
TBD	3/9/2022	JotForm	Online form building service Term 3/1/22-3/1/23	$ 3,318.00	030 - Community Relations
TBD	3/9/2022	Sacramento Kindness Campaign	Community outreach program	$0.00	FACE
TBD	3/9/2022	Studies for the Performing Arts Operating Company (CLARA)	Clara classroom subscription Term: 4/1/22-5/30/23	$ 5,835.00	703 - VAPA

Purchasing Contracts Board Report
Change Orders/Amendments

March 9, 2022 - March 22, 2022

Change Orders

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

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
203253	3/18/2022	Therapeutic Pathways	Instructional/Behavioral Consulting - additional services	$ 10,000.00	$ -	$ 35,000.00	$ 45,000.00	101 - Special Education

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
201003	3/3/2022	Campbell Keller Inc.	C/O #4 for Coyle full site furniture replacement 162-9306-J1 project. Piggyback contract	$ 472,573.48	$ 16,916.57	$ 45,897.46	$ 535,387.51	216 - Facilities
6818	3/22/2022	Verde Design	C/O #9 for Mesa Outdoor Learning project 210-9513-P1 addition of the basketball court relocation	$ 675,605.00	$ 192,696.50	$ 24,229.68	$ 892,531.18	216 - Facilities
							$ -	

Lease Amendments/Change Orders

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

General Contract Change Orders

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

March 9, 2022 - March 22, 2022

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

General Contract

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

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
14	3/18/2022	TBD	Piggyback	KYA Service Inc.	Install new gym floor at Mira Loma for 205-9349-22DM	$ 125,241.32	212 - M&O
26	3/21/2022	TBD	Piggyback	Campbell Keller	Full site furniture replacement for Lichen DM project 159-9233-P1	$ 707,633.69	216 - Facilities
26	3/21/2022	TBD	Piggyback	Campbell Keller	Full site furniture replacement for Howe DM project 123-9233-P1	$ 916,977.49	216 - Facilities

New Addendum to Master Agreements

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

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

March 9, 2022 - March 22, 2022

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

Fund	Date	PO#	Piggyback #, Title	Vendor Name	Description	Term
All Funds	3/21/2022	TBD	Bid Number 19/20-1273 San Bernardino County Superintendent of Schools	Lakeshore Learning Materials	Furniture systems and stand alone. 5% discount, no minimum purchase on all non-sale items from Lakeshore's catalogs. Free shipping on orders over $50.00 shipping to one location within the contiguous United States. For orders under $50.00, please estimate freight charges at 15% of the subtotal, with a minimum freight charge of $6.99.	July 1, 2020 - June 30,2021 has been extended for a second year option renew the contract for year two (2) of the three (3) year optional agreement all conditions will remain in effect for the 2021/2022 fiscal year (option for 1 more year extension expires June 30, 2022)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-3
MEETING DATE: 04/05/2022

APPROVED:
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Easements/Leases		
Notices of Completion	✔	1
Quarterly Investment Report		
Warrants & Payroll		
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
XL Construction	PO#'s 907585, 907586, 006858, 006857 Provide all labor, materials, equipment, tools, transportation and incidentals for **Increment 1** work consisted of removing and replacing existing site paving, new landscape areas, irrigation system, underground utilities, fencing, site lighting, modified parking lot, and building pad prep for Science building. **Increment 2** work consisted of modernization to an existing building to include: 1. Fire training bay, classroom, apparatus bay, 2. Broadcast studio, classroom, editing booths, and control room, 3. Fabrication lab, computer technology center, and additional support spaces. **Increment 3** work consisted of a new 2-story building with (10) new Science classrooms, (6) teacher prep rooms, staff and student restrooms, a 2-story height Media Commons, and various support spaces. Located at Del Campo High School, 4925 Dewey Drive, Fair Oaks, CA 95628 in the San Juan Unified School District. Vendor: XL Construction	3/1/2022	3/8/2022

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-5

MEETING DATE: 04/05/2022

SUBJECT: Surplus Property

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Business Support Services

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

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

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

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Susan Kane, Director, Business Support Services
Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Kent Kern, Superintendent of Schools

Board of Education Agenda Item
Surplus Property April 5th Meeting Date

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	Serial #	Disposition
Carnegie			VCR		E-waste
Carnegie			Monitor		E-waste
Carnegie			Printer		E-waste
Carriage	Bretford	H3635LL/A PowerSync	Cart for iPads	Asset #20171990	E-waste
Carriage	Anywhere Cart	AC-Slim 10598	Computer/iPad cart	Asset #20172683	E-waste
Carriage	Anywhere Cart	AC-Slim 6716	Computer/iPad cart	Asset #20172651	E-waste
Carriage	Anthro		Computer/iPad cart	Asset #20172930	E-waste
Carriage	Bretford	TX323LL/A	Computer/iPad cart	Asset #20173014	E-waste
Carriage	Anthro		Computer/iPad cart	Asset #20175269	E-waste
Carriage	Anywhere Cart		Computer/iPad cart	Asset #20172636	E-waste
Carriage	Anthro		Computer/iPad cart	Asset #20172712	E-waste
Carriage	Bretford	TL474LL/A	Computer/iPad cart	Asset #20172664	E-waste
Carriage	Bretford	H3635LL/A	PowerSync Cart for iPads	Asset #20171992	E-waste
Carriage	AverVision F30	P037A	Doc Reader	Asset #20172641	E-waste
Carriage	Apple	MacBook	Computer	Asset Tag # 1000011412	E-waste
Carriage	Apple	MacBook	Computer	Asset Tag #20172309	E-waste
Carriage	HP	ProBook 6550b	Computer	Asset Tag #1100013124 S/N CNU051206B	E-waste
Carriage	NEC	NP 300	Projector	9501876EJ	E-waste
Carriage	Cannon		Projector	LV 7260 V600045D	E-waste
Carriage	Apple	all in one iMac 20 inch	Computer	W881173NZE3	E-waste
Carriage	Apple	16 GB	iPad	DN6HD7LKDFHW	E-waste
Carriage	Apple	16 GB	iPad	DMPFX36ZDFHW	E-waste
Carriage	Apple	16 GB	iPad	F5RLV4L4DFHW	E-waste
Carriage	Apple	16 GB	iPad	DMPFX6E9DFHW	E-waste
Carriage	HP	PhotoSmart 5525	Printer	CN2NP186HR	E-waste
Carriage	AverVision	F50	Projector cart	5239012090P	E-waste
Del Dayo	GBC	UG003306	Laminator		E-waste
Del Dayo	Epson	Ultra Surecolor T3000	Poster Maker K211a		E-waste
Del Dayo	Anywhere Cart	Netbook 36	4 - Computer cart		E-waste
Dewey			4 - Computer carts		E-waste
Dewey	HP	1740	15 - Monitors		E-waste
Dewey	HP	LA1751g	7 - Monitors		E-waste
Dewey	Lenovo		Monitor		E-waste
Dewey	HP	L1750	2 - Monitors		E-waste
Dewey			30 - Mouses with cords		E-waste
Dewey			30 - Keyboards with cords		E-waste
Foster Youth Services	Acer		Chromebook	NXEF2AA002703338967600	E-waste
Foster Youth Services	Acer		Chromebook	NXEF2AA002703338667600	E-waste
Foster Youth Services	Acer		Chromebook	NXEF2AA002703338747600	E-waste
Greer	HP	2420dn	LaserJet printer	2420dn	E-waste
Greer	HP	2420dn	LaserJet printer	20192957	E-waste
Greer	HP	2420dn	LaserJet printer	CNGKC48637	E-waste
Greer	HP	Compaq 8200 20170103	Computer	MXL1360M70	E-waste
Greer	HP	EliteDesk 800 G1	Computer	SFF 10013954 2UA5361DCQ	E-waste
Greer	Acco		Shredder	A306336	Recycled

Board of Education Agenda Item
Surplus Property April 5th Meeting Date

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	Serial #	Disposition
Laurel Ruff	HP		Computer	MX20401P78	E-waste
Laurel Ruff	Dell		Computer	JJMG401	E-waste
Laurel Ruff	Dell		Computer	466K3P1	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91M05411232	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91ND5412694	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91DDA540714N	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91ND541270M	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91DDA10034X	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91ND54311H	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91ND541448W	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91ND54129IL	E-waste
Laurel Ruff	HP		Laptop	5CG73910JJ	E-waste
Laurel Ruff	HP		Laptop	CNU051206C	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91N0540987R	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91N0541290F	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91N0541478E	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91N541229R	E-waste
Laurel Ruff	Samsung		Chromebook	HY3A91K0537096P	E-waste
Laurel Ruff			Computer tower	MXL1081CQH	E-waste
Laurel Ruff	HP	Compaq	Computer	MXLD29182P	E-waste
Laurel Ruff	HP	Compaq	Computer	MXLD1308GT	E-waste
Laurel Ruff	Acer		Chromebook	NXEF2AA005220429C7600	E-waste
Laurel Ruff	HP		Chromebook	5C07153XRC	E-waste
Laurel Ruff	Samsung		Chromebook	HY39IN0541031M	E-waste
Laurel Ruff	Dell		Computer tower	OPT1PLEX780	E-waste
Laurel Ruff	HP		Chromebook	5CD717173WNY	E-waste
Laurel Ruff	HP		Chromebook	5CD7245T3V	E-waste
Laurel Ruff	HP		Laptop	5CD71550HI	E-waste
Laurel Ruff	HP		Laptop	20220904	E-waste
Laurel Ruff	HP		Laptop	5CD7154YZQ	E-waste
Laurel Ruff	Acer		Laptop	NXEF2AA00250D2C87600	E-waste
Laurel Ruff	Apple		Laptop	C17GDYF7DRJ7	E-waste
Laurel Ruff	Apple		Laptop	C2VGCED4DRJ7	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91ND5410634	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91ND541030X	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91ND541136E	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91ND541044M	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91TD407660P	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91ND541082R	E-waste
Laurel Ruff	Samsung		Laptop	HY3A91D541149E	E-waste
Laurel Ruff	HP		Laptop	5CD035624X	E-waste
Laurel Ruff	HP		Laptop	5CD715412CP	E-waste
Laurel Ruff	Apple		iPad	DMQHLCQADJ8R	E-waste
Laurel Ruff	Apple		iPad	DMYTHWMNODFHW	E-waste
Laurel Ruff	Apple		iPad	DRSHKACRDFHW	E-waste
Laurel Ruff	Apple		iPad	DYTHWLUWDFHW	E-waste

Board of Education Agenda Item
Surplus Property April 5th Meeting Date

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	Serial #	Disposition
Laurel Ruff	Apple		iPad	GB104SH7ETU	E-waste
Laurel Ruff	Apple		iPad	DKVKC01XDFHY	E-waste
Laurel Ruff	Apple		iPad	DQTFN9RYDFHW	E-waste
Laurel Ruff	Apple		iPad	GB10FAL238	E-waste
Laurel Ruff	Apple		iPad	DYTHWMAJDAW	E-waste
Laurel Ruff	Apple		iPad	DR6HL36MDFHW	E-waste
Laurel Ruff	Apple		iPad	DMPHPUMDFHW	E-waste
Laurel Ruff	Apple		iPad	V510428238	E-waste
Laurel Ruff	HP		Computer	MXLS060GV0	E-waste
Laurel Ruff	Dell		Computer	GGCK3P1	E-waste
Laurel Ruff	HP		Computer	2UB53102NK	E-waste
Laurel Ruff	HP		Computer	3CQ0044T3V	E-waste
Laurel Ruff	HP		Computer	CNC023QFKL	E-waste
Laurel Ruff	Dell		Computer	CGCK3P1	E-waste
Laurel Ruff	HP		Computer	MXL8060GVZ	E-waste
Laurel Ruff	Dell		Computer	49FFBC1	E-waste
Laurel Ruff	Dell	DCSM	Computer	4BL3YG1	E-waste
Laurel Ruff	Dell		Computer	JJMJYQ1	E-waste
Laurel Ruff	HP		Computer	MXL8092GVY	E-waste
Laurel Ruff	Dell	DCSMIF	Computer	JJMHYQ1	E-waste
Laurel Ruff		E Series	Computer	28776283	E-waste
Laurel Ruff	HP		Computer	CNC015Q8TD	E-waste
Laurel Ruff	Toshiba		Satellite	4A521251K	E-waste
Laurel Ruff	Samsung	Chromebook	Laptop	HY3A91M05411232	E-waste
Laurel Ruff	Brother		Fax/Copier	N743721	E-waste
Laurel Ruff	Apalo		Printer	7407U1BRY0	E-waste
Laurel Ruff	Brother		Printer	U525430ZJ177639X	E-waste
Laurel Ruff	Memorex		VHS player	8570522394	E-waste
Laurel Ruff	Sylvania		Microwave	60607285	E-waste
Laurel Ruff	GE		Refrigerator	AT503003	E-waste
Laurel Ruff	Sharp		Microwave	3892B454	E-waste
Laurel Ruff	Apple		Monitor		E-waste
Laurel Ruff	HP		12 - Monitors		E-waste
Laurel Ruff	Gateway		5 - Monitors		E-waste
Laurel Ruff	AOC		Monitor		E-waste
Laurel Ruff	LG		Monitor		E-waste
Laurel Ruff	Samsung		2 - Monitors		E-waste
Laurel Ruff	Compaq		Monitor		E-waste
Laurel Ruff	Vison		Monitor		E-waste
Laurel Ruff	Compaq		Keyboard		E-waste
Laurel Ruff	Lenovo		Keyboard		E-waste
Laurel Ruff	Apple		Keyboard		E-waste
Laurel Ruff	HP		6 - Keyboards		E-waste
M&O			7 - handheld blowers		Recycled
M&O			4 - backpack blowers		Recycled

Board of Education Agenda Item
Surplus Property April 5th Meeting Date

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	Serial #	Disposition
Mariemont	iCharge		Computer cart	BF02PHI4080301091	E-waste
Mariemont	Apple		iPad	3600000003597	E-waste
Mariemont	Apple	Macbook Pro	Laptop	3600000001264	E-waste
Mariemont	Apple		iPad	20187227	E-waste
Mariemont	Apple		3 - iPad		E-waste
Mariemont	Apple		iPad	201887395	E-waste
Mariemont	Apple		iPad	20187399	E-waste
Mariemont	Apple		iPad	20187228	E-waste
Mariemont	Apple		iPad	20187225	E-waste
Mariemont	Apple		iPad	20187401	E-waste
Mariemont	Apple		iPad	20187218	E-waste
Mariemont	Apple		iPad	20187398	E-waste
Mariemont	Apple		iPad	3600000001267	E-waste
Mariemont	Apple		iPad	20187219	E-waste
Mariemont	Apple		iPad	20187223	E-waste
Mariemont	Apple		iPad	3600000001278	E-waste
Mariemont	Apple		iPad	20187400	E-waste
Mira Loma	Toshiba	Model SD-3960	DVD player	PL14308626	E-waste
Mira Loma	HP	Model LA2405wg	Monitor	CN41080L YQ	E-waste
Mira Loma	Smart	SBID8055i-G5	LCD monitor	K012HW19M0405	E-waste
Mira Loma	JVC	Model AV-32220	TV	6733305	E-waste
Mira Loma	Sony	Model SLV-D380P	TV	D380P2184605	E-waste
Mira Loma	Epson	Model H839A	Projector	X4KK780235L	E-waste
Mira Loma	Altronics		Printer	VND3F23530	E-waste
Mira Loma	HP	CM232	Color LaserJet printer		E-waste
OSLA Dept	HP	CC469A	Printer	CNCCCCJ0N3	E-waste
Trajan			3 - Computer carts		E-waste

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-6

MEETING DATE: 04/05/2022

SUBJECT: After School Education and Safety (ASES) Program Renewal Application 2022 – 2025

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Grants and Special Projects

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of the following grant (if funded):

- After School Education and Safety (ASES) Program Renewal 2022 – 2025

RATIONALE/BACKGROUND:
The After School Education and Safety (ASES) Program will provide funding for three years to support the Bridges After-School Program at 27 elementary and middle schools throughout the district. Bridges is an after-school enrichment program that increases access to academic support, tutoring and homework assistance for elementary and middle school students. The program provides extended learning opportunities in areas such as collaboration, creativity and critical thinking, all while improving social-emotional development among these students.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $4,549,212.86
Additional Budget: $4,549,212.86
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 3 and 5
Action: 5
Strategic Plan: 1 and 2

PREPARED BY: Robyn Caruso, Program Specialist, Grants and Special Projects

APPROVED BY: Trent Allen, APR, Chief of Staff TA
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: H-7

MEETING DATE: 04/05/2022

SUBJECT: Lease Amendment No. 1 for Starr King K-8 Transitional Kindergarten/Kindergarten New Construction Project

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4013, approving the first amendment to the lease agreement for Starr King K-8 Transitional Kindergarten/Kindergarten new construction project between San Juan Unified School District and Otto Construction.

RATIONALE/BACKGROUND:
The board approves the revised total base rent in the amount of $5,160,000.00, authorizes the issuance of lease amendment no. 1 to the facilities lease and authorizes district staff to issue a notice to proceed with construction. The complete lease is available for review at the Facilities Construction Office.

ATTACHMENT(S):
A. Resolution No. 4013
B. Lease Amendment No. 1

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: N/A
Additional Budget: N/A
Funding Source: Measure P
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing: ☒

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization NA

APPROVED BY: Frank Camarda, Chief Operations Officer
Kent Kern, Superintendent of Schools KK

Attachment A

RESOLUTION NO. 4013

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING LEASE AMENDMENT #1 STARR KING TK/KINDERGARTEN NEW CONSTRUCTION SJUSD Project #147-9512-P1

WHEREAS, sections 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to Otto Construction for this Project and Preconstruction Services was in the amount of $236,000.00 per Resolution No. 3092; and

WHEREAS, the approval of the Facilities Lease authorized only preconstruction services to be performed; no construction services were approved to commence; and no construction services have commenced; and

WHEREAS, Title Page: DSA Application number amended to change TBD to 02-119865; and

WHEREAS, Section 1.1.13 is amended to change DSA Application Number Inc. 1 & 2 TBD to DSA, Application No. 02-119865; and

WHEREAS, Section 3.2.3 Time of Completion is amended to state the total weather days to be Zero (0); and

WHEREAS, Otto Construction has finished the preconstruction services for the Project, completed the development of the Total Base Rent for the Project, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents; and

WHEREAS, the District has carefully considered the information supporting the Total Base Rent for the Project; and

WHEREAS, the Division of the State Architect ("DSA") has provided the required approvals for the Project; and

WHEREAS, Section 4.4.2 Total Base Rent is amended to Four million Nine hundred and twenty-four thousand dollars and no/cents ($4,924,000.00); and

WHEREAS, Section 4.4.2.4.1 Construction Contingency is amended to One hundred eighty-eight thousand Two hundred ninety dollars and no/100 ($188,290.00); and

WHEREAS, Section 4.4.2.4.2 Specific Allowances is amended to Allowance #1 = Transite Pipe $10,000, Allowance #2 = Saturday Overtime = $32,000; and

WHEREAS, Section 4.4.2.4.3 District Contingency is amended to Five hundred thousand dollars and no/100 ($500,000.00); and

WHEREAS, Exhibit C is amended to change [to be added by amendment] to include Lease Payment Schedule, TBR Estimate, Subcontractor Listing Form, Qualifications & Assumptions, Exclusions and Work Not Included, and List of Plans, Specs & Other Documents; and

WHEREAS, Exhibit F General Conditions Costs is amended to change [to be added by amendment] to include General Condition Costs; and

WHEREAS, Exhibit G Construction Schedule is amended to change [to be added by amendment] to include RFP Schedule;

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

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

Section 2. The Board approves the revised final Total Base Rent in the amount of $5,160,000.00 for the project, authorizes the issuance of Lease Amendment #1, and authorizes District staff to issue a notice to proceed with construction of the Project. Otto Construction demonstrated that it will satisfy the skilled and trained workforce availability, as defined in Public Contract Code section 2601

Total Base Rent – Preconstruction	$236,000.00
Net Change by Amendment #1	**$4,924,000.00**
Final Total Base Rent	**$5,160,000.00**

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on April 5, 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Dr. Michael McKibbin, President
San Juan Unified School District
Board of Education

Attest:

_____
Pam Costa, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District

5320 Hemlock Street, Sacramento, CA 95841
Telephone (916) 971-7700 Main number
Facilities Business Department 916 979-8629

Kent Kern, Superintendent of Schools
Frank Camarda, Chief Operations Officer

Facilities Lease Amendment #01
Starr King New Construction
DSA App. 02-119865
SJUSD Project #147-9512-P1

Effective **April 5, 2022,** the Facilities Lease Agreement dated **December 14, 2021** between the San Juan Unified School District and **Otto Construction** for the **Starr King Elementary School New Construction** is amended as follows:

1. Title Page: DSA Application number amended to change TBD to **02-119865**
2. Section 1.1.13 is amended to change DSA Application Number Inc. 1 & 2 TBD to **DSA, Application No. 02-119865**
3. Section 3.2.3 is amended to change weather days [to be added by amendment] to **0 (zero)** excusable weather days
4. Section 4.4.2 is amended to change Total Base Rent [to be added by amendment] to **Four Million Nine Hundred and Twenty-Four Thousand Dollars ($4,924,000.00)**
5. Section 4.4.2.4 is amended to change Construction Continency Fund from [to be added by amendment] to **One Hundred Eighty-Eight Thousand, Two Hundred and Ninety Dollars and No Cents ($188,290.00)**
6. Section 4.4.2.4.2 is amended to change Specific Allowances from [to be added by amendment] to **Allowance #1 = Transite Pipe $10,000, Allowance #2 = Saturday Overtime = $32,000**
7. Section 4.4.2.4.3 is amended to change District Contingency from [to be added by amendment] to **Five Hundred Thousand Dollars and No Cents ($500,000.00)**
8. Signature Page (pg. 31) is amended to change the preconstruction phase contract amount from $236,000 to **$5,160,000.00**
9. Exhibit C is amended to change [to be added by amendment] to **include Lease Payment Schedule, TBR Estimate, Subcontractor Listing Form, Qualifications & Assumptions, Exclusions and Work Not Included, and List of Plans, Specs & Other Documents**
10. Exhibit F is amended to change [to be added by amendment] to **include General Condition Costs**
11. Exhibit G is amended to change [to be added by amendment] to **include RFP Schedule**

Original Total Base Rent	$236,000.00
Net Change by this Amendment #01	$4,924,000.00
Revised Total Base Rent	$5,160,000.00

In all other respects, the terms and conditions of said Facilities Lease, including the exhibits thereto,
remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Chief Operations Officer

Otto Construction



By:_____
Melissa Barrenchea
Title: Project Manager

Federal Tax Identification Number:

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: J-1

MEETING DATE: 04/05/2022

SUBJECT: Instructional Materials Adoption

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board discuss Report IIs related to new instructional materials adoptions.

Action Anticipated: April 19, 2022

RATIONALE/BACKGROUND:
As San Juan Unified School District continues to implement the state standards and new graduation requirements, it is essential that teachers and students have access to current and aligned instructional materials. To address this need, the Professional Learning & Curriculum Innovation department recruited teachers to review and recommend new standard-aligned textbooks and materials for adoption.

ATTACHMENT(S):
1: Presentation
2: Textbook Adoptions Report IIs

- Science and Health: Biology: The Living Earth and Honors Biology: The Living Earth, Chemistry in the Earth System and Honors Chemistry in the Earth System, High School Health, Environmental Science, Middle Years Programme (MYP) Honors Biology, Honors Chemistry, Honors Physics and Conceptual Physics
- World Language: Spanish 1-4
    A. Adoption Committee Members
    B. Key Indicators for Evaluating Instructional Materials

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/16/2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $ 3,231,968.04
Additional Budget: $ N/A
Funding Source: Prop 20 Lottery Funds & K-12 Instructional Materials Reserve (locally restricted), Instructional Technology Funds

Current Year Only ☐ On-going ☒

LCAP/STRATEGIC PLAN
Goal: 1
Focus: 5 & 6
Action: All
Strategic Plan: 1

PREPARED BY: Nicole Kukral, Director, Professional Learning and Curriculum Innovation
Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

Instructional Materials Adoption Recommendations - Report II

San Juan Unified School District Board of Education

April 5, 2022

Nicole Kukral, Director, Professional Learning and Curriculum Innovation
Paula Baucom, Program Specialist, Science and Health
Nicole Naditz, Program Specialist, Instructional Technology and World Languages

Our Purpose

- To ensure that we have completed the adoption process thoroughly and thoughtfully
- To be transparent about critical information regarding the recommended instructional materials

Curriculum Pilots

Science and Health

- Biology: The Living Earth and Honors Biology: The Living Earth
- Chemistry in the Earth System and Honors Chemistry in the Earth System
- High School Health
- Environmental Science *
- Middle Years Programme (MYP) Honors Biology, Honors Chemistry, Honors Physics, and Conceptual Physics Courses *
- Physics of the Universe**

World Languages

- Spanish 1-4

* Small adoptions

** Recommendation provided in Spring 2023

Small Adoptions

- Adoptions did not follow the traditional two-cycle pilot process
- The courses may be offered in a very limited scope across the district and sometimes with limited instructional materials options

Selection Criteria

- Content alignment with standards
- Program organization
- Assessment
- Universal access
- Instructional planning and teacher support
- Technology - digital tools
- Social content

Selection Criteria – Next Generation Science Standards (NGSS) Courses

- California's Science Toolkit – CA NGSS TIME (Toolkit for Instructional Material Evaluation)

- Includes
  - Prescreen
  - Paperscreen

Stages of the Process

- Recruit and select adoption committee members
- Prescreen of available materials
- Selection of materials to pilot
- Training and support for piloted materials
- Pilot and collection of evidence
  - Two or three cycles, approximately 5-8 weeks
  - Fall semester 2021
  - Opportunity for student and community input
- Evaluation and recommendation of materials to adopt using a consensus model

Physics of the Universe

Consensus Process

- Pilot teachers unable to support either program after completing the pilot process
- Committee in agreement to postpone the pilot/adoption process and start the process again in late spring

Next Steps

- Committee to consider "outside the box" options and prescreen additional materials in April / May
- Materials must be in alignment with the Next Generation Science Standards
- Summer planning day for pilot teachers
- Pilot materials in fall 2022
- Recommend materials for adoption in spring 2023

Equipment/Consumables Cost

Allocations for purchase of science equipment and ongoing replacement of consumables to support hands-on labs

- High School Biology: Living Earth and Honors Biology: Living Earth: $102,000
- High School Chemistry in the Earth System and Honors Chemistry in the Earth System: $73,300

Total equipment/consumables cost: $175,300

Materials Cost
(For 7-year adoption)

- High School Biology: Living Earth and Honors Biology: Living Earth: $202,596.67
- High School Chemistry in the Earth System and Honors Chemistry in the Earth System: $375,085.09
- High School Health: $210,493.30
- Environmental Science: $28,905.00
- MYP Honors Biology: $24,869.22
- MYP Honors Chemistry: $21,837.40
- MYP Honors and MYP Conceptual Physics: $6,465.00
- Spanish 1-4, 4H, MYP: $882,416.36

Total materials cost: $1,752,668.04

Technology Cost (Chrome Carts)

(For 7-year adoption)

Course	Number of Carts	Total Cost
High School Biology	32	$448,000
High School Chemistry	20	$280,000
Spanish 1-4, including Honors and IB Middle Years	41	$574,000

Total technology cost: $1,302,000

Professional Learning

Professional learning sessions for all new instructional materials will be scheduled during the summer and early fall

Teachers will have the opportunity to receive training from the publisher as well as time for planning and collaboration with colleagues across the district

Professional Learning Cost
(For 7-year adoption)

- Biology: Living Earth / Honors Biology: Living Earth: $2,500
- Spanish 1-4, 4H, MYP: $7,200

Professional learning for the other courses is included in the instructional materials purchase

Total professional learning cost: $9,700

Total Cost

- Materials Cost: $1,752,668
- Equipment Cost: $ 175,300
- Technology Cost: $1,302,000
- Professional Learning: $9,700

- Grand Total: $3,239,668

Questions

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

High School Biology: The Living Earth
Honors High School Biology: The Living Earth

2. **Recommended Text:**

The Living Earth (Accelerate Learning/STEMScopes)

3. Rationale:

a. **Title, publisher, copyright, and year of adoption of current textbook:**

Biology
Biology
Pearson, 2007
Adopted in 2009

Honors Biology
Biology: Concepts and Connections
Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of Biology: The Living Earth and Honors Biology: The Living Earth materials are on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee prescreens all available materials	April 19, 20, and April 22, 2021
Publisher presentations	May 10, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23 – October 15, 2021
Pilot cycle 2	October 18 – December 17, 2021
Public review period	October 1 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 12, 2022
Report II	March 16, 2022
Board discussion and action	April, 2022
Materials delivered to sites	Summer, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $202,596.67

Consumables and equipment: $102,000

Chromebook Carts: $448,000 (approx. 32 carts)

Total cost: $752,596.67

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the instructional technology fund.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee used a modified version of the California NGSS Toolkit for Instructional Materials Evaluation (TIME). All of these tools were developed to analyze alignment to all aspects of the Next Generation Science Standards, including both content and instructional shifts.

See *Attachment B*: Prescreening Tool
See *Attachment C*: Pilot Evaluation Tool

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students using an online survey are as follows:

Strengths
• Instructions are easy to follow • Hands-on labs, investigations, and projects • Ample opportunities for group work and discussion • Articles helpful for understanding the content • Easy to navigate and access content • Text is easy to read and understand
Limitations
• Didn't like simulations • Difficult to find materials in text (no glossary) • Not as much hands-on as students would have liked • Too much writing • Key terms/vocabulary not bold/highlighted

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Dates and events are as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

11. Considering the needs of district students, what are the strengths and limitations of the materials recommended for adoption?

Strengths
• Picture vocabulary is useful • Easy to use teacher edition online • Includes strong phenomena (observable events that support students to figure out new science concepts) • Concept quizzes helpful • Materials allow for flexibility, activities could be arranged in various orders • Aligns with the NGSS / sense making philosophy/style of local organizations (like the Sacramento Area Science Project) • Includes activities throughout to help students make sense of new science ideas
Limitations
• Assessments are lacking a variety of question levels • Difficult to connect some activities to content • STEMscopedia level is higher than some activities • Lacks sufficient scaffolding to meet the needs of all learners • Needs some supplemental resources to fully meet Next Generation Science Standards performance expectations • Additional training is needed to understand online platform • Needs regular tech access to be effective

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, the committee voted 7-1 to recommend the materials, *The Living Earth (Accelerate Learning/STEMScopes)*

13. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
• CA NGSS 3D HS The Living Earth STEMscopedia Print • CA NGSS 3D HS The Living Earth Online	• CA NGSS 3D HS The Living Earth Teacher Guide (print) • CA NGSS 3D HS The Living Earth Online • CA Assessment Package HS Online

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Justin Ashwell	Mira Loma / Teacher
Tracy Baker	Rio Americano / Teacher
Troy Baucom	Bella Vista / Teacher
Neal Edwards	Casa Roble / Teacher
Renata Garcia	San Juan / Teacher
Julie Harr	Rio Americano / Teacher
Rebecca Mackin	Encina / Teacher
Anne Tweedy	Rio Americano / Teacher
Christina Williams	Mira Loma / Teacher
Hannah Zarnick-Ryan	El Camino / Teacher

CA NGSS TIME Screening Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited / No evidence

Instructional Materials	
Course	
Unit	
Reviewers Name	

Criteria	Guiding Questions	Evidence: What was in the materials? Where was it and why is this evidence? Write your notes here.	Score 1, 3, 5
Use Phenomena/Problems Materials provide relevant and authentic learning contexts through which students: ● engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources ● have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.	a. What was this learning sequence about? b. What was the learning goal? c. What phenomena was meant to motivate the learning? d. How were students meant to engage with the phenomena? Did the phenomena have the potential to prompt students to ask and answer their own questions as well as questions from other sources? e. Was the phenomena critical to the lesson activities and sequence?		
Presence of Logical Sequence Student learning across the three dimensions is: ● arranged in a logical	a. What were the steps of the lesson sequence?		

CA NGSS TIME Screening Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited / No evidence

sequence ● sufficient and appropriate for students to figure out the phenomena or problems.	b. Were the concepts developed in the sequence building to the ultimate learning goal? c. Would students potentially need to use concepts earlier on in the learning sequence to negotiate new learning?		
Students are Figuring Out Materials position students to make sense of phenomena and design solutions to problems by: ● asking and answering questions that link learning over time ● using the three dimensions to link prior knowledge and negotiate new understandings and abilities.	a. Did the material have the potential to actively engage students in the learning sequence? b. Did the material potentially set up students to ask questions or did the material give questions for students to answer? c. Did the material include activities which had the potential of engaging students in making sense of phenomena or rather in confirming a given explanation of phenomena? d. Did the activities potentially position students to use the three dimensions to make sense of phenomena, linking prior knowledge to negotiate new understandings and abilities?		
Three-dimensional Performances Materials include assessments	a. Were the included assessments (formative and summative)		

designed to: ● match the targeted learning goals ● elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.	tightly linked to the learning goals? b. Do the assessments elicit evidence of the students using the three dimensions to make sense of phenomena and/or to design solutions to problems?		
District Lens - Equitable Access for All Students Materials include features that: ● Tap into how students make meaning through their cultural, racial, and social filters ● Provide ample opportunities for students to engage in rich discussions with peers ● Provide learning opportunities are not limited by a student's language, socioeconomic, or special education status			

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

Directions: Once you've used this tool to document your evidence, please complete the form to share your data

Reviewer name:	Course:	Program Name:
Cycle 1 or 2	Unit(s) piloted	

Instructional Materials Component 1: NGSS: Phenomena, 3 Dimensions of Learning, and Program Design					
A. Phenomena					
Is figuring out the how and why of phenomena central to the learning experience?	1	2	3	4	5
Are the phenomena engaging, meaningful and relevant to students?	1	2	3	4	5
Do the materials include both anchoring and investigative phenomena?	1	2	3	4	5
Supporting Evidence:					
B. 3 Dimensions of NGSS (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas)					
Are the 3 dimensions of NGSS appropriately balanced and integrated throughout the materials?	1	2	3	4	5
Are students actively engaged and using all 3 dimensions to build conceptual understanding?	1	2	3	4	5
How well do the materials incorporate the NGSS Science and Engineering Practices?	1	2	3	4	5
How well do the materials incorporate the NGSS Crosscutting Concepts?	1	2	3	4	5
How well do the materials incorporate the NGSS Disciplinary Core Ideas?	1	2	3	4	5
Supporting Evidence:					

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

C. Program Design					
Do the materials follow a conceptual flow (storylines) in lesson sequencing?	1	2	3	4	5
Do the materials provide opportunities for hands-on explorations (labs, experiments, projects)	1	2	3	4	5
Do the materials integrate the Earth and space science standards in a meaningful and thoughtful way?	1	2	3	4	5
Do the materials provide opportunities for students to express, clarify, justify, interpret, and represent their ideas and to respond to peer and teacher feedback orally and/or in written form as appropriate?	1	2	3	4	5
Is the engineering process thoughtfully interwoven and connected with the science content?	1	2	3	4	5
Are there connections to ELA/ELD and math in grade-appropriate, meaningful and real world ways?	1	2	3	4	5
Do included multimedia resources support student sense making? (online simulations, in-class investigations, videos, articles, etc.)	1	2	3	4	5
Supporting Evidence					

Instructional Materials Component 2: Instructional and Pedagogical Support for Teachers and Students					
Do the materials provide logical, explicit instructional guidelines for teachers to follow?	1	2	3	4	5
Do the materials integrate support for all levels of students (English learners, gifted, special education, etc.)?	1	2	3	4	5
Do the materials provide teachers with instructional strategies that support student conceptual development over time?	1	2	3	4	5
Supporting Evidence:					

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

Instructional Materials Component 3: Assessment					
Do the materials include formative assessments that provide a window into student understanding?	1	2	3	4	5
Are the 3 dimensions of NGSS visible and appropriately represented in assessments?	1	2	3	4	5
Do the materials include a variety of assessment types/formats and levels to support the needs of all learners?	1	2	3	4	5
Do the materials provide resources for follow-up instruction, practice, and review?	1	2	3	4	5
Supporting Evidence:					

Instructional Materials Component 4: Equity and Social Content					
Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities?	1	2	3	4	5
Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?	1	2	3	4	5
Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?	1	2	3	4	5
Is the technology available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.)?	1	2	3	4	5
Supporting Evidence:					

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

High School Chemistry in the Earth System
Honors High School Chemistry in the Earth System

2. **Recommended Text:**

Experience Chemistry, Savvas

3. Rationale:

a. **Title, publisher, copyright and year of adoption of current textbook:**

Chemistry and Honors Chemistry
Chemistry
Pearson, 2007
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the Chemistry in the Earth System and Honors Chemistry in the Earth System are on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee prescreens all available materials	May 3, May 5, and May 6, 2021
Publisher presentations	May 12, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23, 2021 – October 15, 2021
Pilot cycle 2	October 18, 2021 – December 17, 2021
Public review period	October 1, 2021 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 25, 2022
Report II	March 16, 2022
Board discussion and action	March - April, 2022
Materials delivered to sites	July, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $375,085.09

Consumables and equipment: $75,300

Chromebook Carts: $280,000 (approx. 20 carts)

Total cost: $730,385.09

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the instructional technology fund.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

The adoption committee used a modified version of the California NGSS Toolkit for Instructional Materials Evaluation (TIME). All of these tools were developed to analyze alignment to all aspects of the Next Generation Science Standards, including both content and instructional shifts.

See *Attachment B*: Prescreening Tool
See *Attachment C*: Pilot Evaluation Tool

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students are as follows:

Strengths
• Lots of hands-on lab opportunities • Many visuals and models with through explanations • Text is easy to read and includes ample examples • Text is well organized and easy to find information • Instructions are clear and easy to follow • Vocabulary words have clear, easy to understand definitions and are easy to find within the text • Helpful resources: videos, periodic table, color images
Limitations
• Some explanations lack detail • Questions can be worded poorly or not well explained in text • Math level was difficult for some students • Lacks practice problems to check for understanding • Needs more scaffolding for students to revise their models • Difficulty transitioning back and forth from book to online elements • Difficult to directly annotate in the book

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and San Juan Scene. Dates and events are as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

11. Considering the needs of district students, what are the strengths and limitations of the materials recommended for adoption?

Strengths
• Includes strong phenomena (observable events that support students to figure out new science concepts) • Good video examples provided • Fits well in the framework for the Next Generation Science Standards (NGSS) • Strong unit organization and lesson flow • Engaging for students • Multiple opportunities for students to analyze data • Provides documents that are easily editable • More flexibility with lab activities as well as differentiated versions • Strong teacher edition/support • Earth science content is engaging
Limitations
• Assessments for some units may need modifications • Difficult to find resources on the online platform (each resource opens in a new window) • Computers needed for full utilization of the materials, program assumes regular access to technology • Online digital platform is difficult to navigate, will take additional time for teachers and students to learn the system • Writing activities to support engaging in arguments from evidence may need additional scaffolding

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, all members of the committee recommended the instructional materials, *Savvas Experience Chemistry*.

13. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
CA Experience Chemistry Bundle (includes) • Student Edition 2020 (2 volume, consumable), 2-year subscription • Digital Courseware License, 7-year subscription	• Experience Chemistry Teacher Edition (2 volumes) + Digital Courseware License, 7 year

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to a 3-hour session with the publisher and a 3-hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Phe Bach	Mira Loma / Teacher
Tracy Baker	Rio Americano / Co-Teacher
Nicole Brashear	Rio Americano / Teacher
Reid Furukawa	El Camino / Teacher
Tyler Gerould	Bella Vista / Teacher
Julie Harr	Rio Americano / Teacher
Jessica Harrison	San Juan / Teacher
James Hill	Mira Loma / Teacher
Melanie Jaramillo	Bella Vista / Teacher
DeAnna Krenecki	Del Campo / Teacher
Phil Montbriand	Rio Americano / Teacher
Jennifer Moore	Rio Americano / Teacher
Jane Nosal	Casa Roble / Teacher
Joseph Pallen	Del Campo / Teacher
Kristi Percoski	Mesa Verde / Teacher
Michael Rothschild	Casa Roble / Teacher
Minh Vu	El Camino / Teacher

CA NGSS TIME Screening Tool

3 = Strong evidence 2 = Adequate evidence 1 = Limited / No evidence

Instructional Materials	
Course	
Unit	
Reviewers Name	

Criteria	Guiding Questions	Evidence: What was in the materials? Where was it and why is this evidence? Write your notes here.	Score 1, 3, 5
Use Phenomena/Problems Materials provide relevant and authentic learning contexts through which students: ● engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources ● have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.	a. What was this learning sequence about? b. What was the learning goal? c. What phenomena was meant to motivate the learning? d. How were students meant to engage with the phenomena? Did the phenomena have the potential to prompt students to ask and answer their own questions as well as questions from other sources? e. Was the phenomena critical to the lesson activities and sequence?		
Presence of Logical Sequence Student learning across the three dimensions is: ● arranged in a logical	a. What were the steps of the lesson sequence?		

sequence ● sufficient and appropriate for students to figure out the phenomena or problems.	b. Were the concepts developed in the sequence building to the ultimate learning goal? c. Would students potentially need to use concepts earlier on in the learning sequence to negotiate new learning?		
Students are Figuring Out Materials position students to make sense of phenomena and design solutions to problems by: ● asking and answering questions that link learning over time ● using the three dimensions to link prior knowledge and negotiate new understandings and abilities.	a. Did the material have the potential to actively engage students in the learning sequence? b. Did the material potentially set up students to ask questions or did the material give questions for students to answer? c. Did the material include activities which had the potential of engaging students in making sense of phenomena or rather in confirming a given explanation of phenomena? d. Did the activities potentially position students to use the three dimensions to make sense of phenomena, linking prior knowledge to negotiate new understandings and abilities?		
Three-dimensional Performances Materials include assessments	a. Were the included assessments (formative and summative)		

designed to: ● match the targeted learning goals ● elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.	tightly linked to the learning goals? b. Do the assessments elicit evidence of the students using the three dimensions to make sense of phenomena and/or to design solutions to problems?		
District Lens - Equitable Access for All Students Materials include features that: ● Tap into how students make meaning through their cultural, racial, and social filters ● Provide ample opportunities for students to engage in rich discussions with peers ● Provide learning opportunities are not limited by a student's language, socioeconomic, or special education status			

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

Directions: Once you've used this tool to document your evidence, please complete the form to share your data

Reviewer name:	Course:	Program Name:
Cycle 1 or 2	Unit(s) piloted	

Instructional Materials Component 1: NGSS: Phenomena, 3 Dimensions of Learning, and Program Design					
A. Phenomena					
Is figuring out the how and why of phenomena central to the learning experience?	1	2	3	4	5
Are the phenomena engaging, meaningful and relevant to students?	1	2	3	4	5
Do the materials include both anchoring and investigative phenomena?	1	2	3	4	5
Supporting Evidence:					
B. 3 Dimensions of NGSS (Science and Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas)					
Are the 3 dimensions of NGSS appropriately balanced and integrated throughout the materials?	1	2	3	4	5
Are students actively engaged and using all 3 dimensions to build conceptual understanding?	1	2	3	4	5
How well do the materials incorporate the NGSS Science and Engineering Practices?	1	2	3	4	5
How well do the materials incorporate the NGSS Crosscutting Concepts?	1	2	3	4	5
How well do the materials incorporate the NGSS Disciplinary Core Ideas?	1	2	3	4	5
Supporting Evidence:					

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

C. Program Design					
Do the materials follow a conceptual flow (storylines) in lesson sequencing?	1	2	3	4	5
Do the materials provide opportunities for hands-on explorations (labs, experiments, projects)	1	2	3	4	5
Do the materials integrate the Earth and space science standards in a meaningful and thoughtful way?	1	2	3	4	5
Do the materials provide opportunities for students to express, clarify, justify, interpret, and represent their ideas and to respond to peer and teacher feedback orally and/or in written form as appropriate?	1	2	3	4	5
Is the engineering process thoughtfully interwoven and connected with the science content?	1	2	3	4	5
Are there connections to ELA/ELD and math in grade-appropriate, meaningful and real world ways?	1	2	3	4	5
Do included multimedia resources support student sense making? (online simulations, in-class investigations, videos, articles, etc.)	1	2	3	4	5
Supporting Evidence					

Instructional Materials Component 2: Instructional and Pedagogical Support for Teachers and Students					
Do the materials provide logical, explicit instructional guidelines for teachers to follow?	1	2	3	4	5
Do the materials integrate support for all levels of students (English learners, gifted, special education, etc.)?	1	2	3	4	5
Do the materials provide teachers with instructional strategies that support student conceptual development over time?	1	2	3	4	5
Supporting Evidence:					

Key Indicators to Review Instructional Materials for the Next Generation Science Standards
San Juan USD High School NGSS Science Adoption Committee - Full Evaluation Tool

Instructional Materials Component 3: Assessment					
Do the materials include formative assessments that provide a window into student understanding?	1	2	3	4	5
Are the 3 dimensions of NGSS visible and appropriately represented in assessments?	1	2	3	4	5
Do the materials include a variety of assessment types/formats and levels to support the needs of all learners?	1	2	3	4	5
Do the materials provide resources for follow-up instruction, practice, and review?	1	2	3	4	5
Supporting Evidence:					

Instructional Materials Component 4: Equity and Social Content					
Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities?	1	2	3	4	5
Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?	1	2	3	4	5
Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)?	1	2	3	4	5
Is the technology available across multiple platforms and devices (i.e. functionality for tablets, Macs, PCs, Chromebooks, smartphones, etc.)?	1	2	3	4	5
Supporting Evidence:					

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

High School Health

2. Recommended Text: *Goodheart-Wilcox: Essential Health Skills for High School, 2023*

3. Rationale:

a. **Title, publisher, copyright, and year of adoption of current textbook:**

Lifetime Health
Houghton Mifflin Harcourt, 2005
Adopted in 2006

b. **Alignment with state or district textbook cycle:**

The adoption of high school health materials is on cycle.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Adoption Committee reviews all available materials	April 9 and May 11, 2021
Publisher presentations	May 4, 2021
Report I	November 17, 2021
Pilot cycle 1	August 23 – October 15, 2021
Pilot cycle 2	October 18 – December 17, 2021
Public review period	October 1 – December 17, 2021
Community showcase	October 7, 2021
Committee makes a recommendation	January 13, 2022
Report II	March 16, 2022
Board discussion and action	April, 2022
Materials delivered to sites	July, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

Print and digital materials: $210,493.30

Total cost: $210,493.30

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation

9. In what ways were student responses solicited, and what comments did students make?

Strengths and limitations as shared by students using an online survey are as follows:

Strengths
• Comprehensive content, clear diagrams, and helpful images • Relevant and up-to-date information • Visually appealing and clearly organized • Information was interesting and allowed students to make informed choices about their health
Limitations
• Online platform could be easier to navigate • Amount of information could feel overwhelming to some students

10. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Dates and events were as follows:

October 7, 2021 - Curriculum review open house
September 3, 2021 to January 10, 2022 – 30 day public review

FEEDBACK RESULTS

11. Considering the needs of district students, what are the strengths and limitations of the materials recommended for adoption?

Strengths
• Comprehensive material that is aligned to the California Health standards • Pacing guides for 9, 18, and 36-week courses • Applied concepts, skills, and assessment • Updated material and information • Rich vocabulary • Spanish glossary • Embedded surveys to help students self-assess their health • Good PowerPoint presentations
Limitations
• Additional supports may be needed for struggling students • Worksheets could be simpler; interface is busy and can be overwhelming

12. What were the results of the final voting and what is the recommended textbook?

Using a consensus process, the committee voted 5-0 to recommend the materials,

13. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
• Essential Health Skills High School, print textbook, 2023 edition (includes 2 barcode application) • Essential Health Skills High School Online Student Access, 7 years, 2023 edition	• Essential Health Skills High School print teacher editions + 7 year digital access, 2023 edition

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend a 3 hour session with the publisher and a 3 hour session to collaborate with colleagues in June or August. Makeup training will be offered again in the fall for new teachers or those unable to attend the summer sessions.

15. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu)

16. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Sara Chrisman	Bella Vista / Teacher
John Hardwick	Bella Vista / Teacher
Jon Harris	San Juan / Teacher
Ashley Haskins	San Juan / Teacher Librarian
Jennifer Hill	San Juan / Administrator
Emily Nichols	El Camino / Teacher
Alison Pierce	Del Campo / Teacher
Shana Pitts	Mesa Verde / Teacher

Category Key Indicators for High School Health Adoption
San Juan Unified School District
2021-2022

Category	Key Indicators
Content/Alignment to Standards Content Standards Health Framework	● Reflects and incorporates the content from the Health Standards and Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● Includes enough material to support the entirety of the course ● Presents information and instruction systematically and logically for standards, tasks, and assessments ● Includes guidance for using all components of the program to support deep and meaningful student learning ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● Provides resources and strategies that engage every student in the classroom ● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	● Identifies specific objectives, instructional examples and practice opportunities in every lesson ● Provides a list of necessary instructional materials for each lesson ● Provides support/suggestions for the appropriate use of the program's technology ● Includes electronic resources that are integral to the program, not extraneous ● Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ● Technology components are easy to access and user friendly for students and teachers ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) ● Enhances student understanding in the appropriate standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

Environmental Science

2. **Recommended Text:**

Environmental Science: Sustaining Your World (2017). Miller and Spoolman (National Geographic/Cengage)

3. Rationale:

a. Title, publisher, copyright, and year of adoption of current textbook:

Environmental Science
Houghton Mifflin Harcourt, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the Environmental Science materials is on cycle with the current SJUSD adoption matrix

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	October, 2021
Public Preview Open House (not held due to Covid restrictions, opportunity provided to review digitally or by appointment)	January – February, 2022
Introduction Meeting	November 17, 2021
Adoption Committee Reviews Materials (4 options)	December 3, 2021 - January 21, 2022
Publisher Presentations / Q and A	Not applicable
Committee Decision making and Recommendation	January 31, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $28,905.00

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation

9. What opportunities were provided for community input?

Information for community members to provide feedback on the materials was made available through district newsletters, on the district website, and in Behind the Scenes and SJ Scene. Due to Covid-19 restrictions, formal review events for the community were not scheduled for this adoption.

FEEDBACK RESULTS

10. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
• Aligns well with California's Environmental Principles and Concepts standards • Provides supports for a variety of student needs • Robust online instructor tools and teacher supports • Includes case studies that allow for deeper exploration of environmental topics and issues • Accessible text • National Geographic connections provide diverse world view for students
Limitations
• Older publication date (2017) • Fewer options for activities offline

11. What were the results of the final voting and what is the recommended textbook?

The committee used a consensus process to recommend *Environmental Science: Sustaining Your World (2017)*, *Miller and Spoolman, National Geographic/Cengage*, with a vote of 4-0.

12. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
• Print Student Edition + 7-year MindTap access, (materials will be swapped out for 2024 copyright when available)	• Print teacher edition + 7 year MindTap access (materials will be swapped out for 2024 copyright when available)

13. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training overview will be provided. An additional session for collaboration and planning time will also be available. The cost for the professional development is included in the adoption.

14. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

15. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Summer Agnes	Encina / Teacher
Scott Evans	Meraki / Teacher
Jessica Harrison	San Juan / Teacher
Colleen Kelly	Mira Loma / Teacher

Category Key Indicators for Environmental Science Instructional Materials Review

Category	Key Indicators
Content/ Alignment to Standards	● Reflects and incorporates the content from relevant NGSS Standards and Environmental Principles and Concepts (EP and C Progression Document and Infographic) ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● Includes enough material to support the entirety of the course ● Presents information and instruction systematically and logically for standards, tasks, and assessments ● Includes guidance for using all components of the program to support deep and meaningful student learning ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● Provides resources and strategies that engage every student in the classroom ● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students. English learners, and advanced learners ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	● Includes a teacher planning guide explaining how to components with alternative schedules ● Identifies specific objectives, instructional examples and practice opportunities in every lesson ● Provides a list of necessary instructional materials for each lesson ● Provides support/suggestions for the appropriate use of the program's technology ● Includes electronic resources that are integral to the program, not extraneous ● Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ● Technology components are easy to access and user friendly for students and teachers ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Middle Years Programme (MYP) Honors Biology

2. Recommended Text:

Campbell Biology: Concepts and Connections, Pearson/Savvas, 10th edition

3. Rationale:

a. **Title, publisher, copyright and year of adoption of current textbook:**

Campbell Biology: Concepts and Connections, Pearson, 6th edition
Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Honors Biology materials is on cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $24,869.22

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation.

FEEDBACK RESULTS

9. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
• Big ideas at beginning of each chapter, logical sequence, and updated content • Includes teacher support and guidance • Consistent format with higher level International Baccalaureate (IB) textbook • Online practice tests • Frequent checks for understanding • Real world connections and current events for each chapter • 3D animations and biology videos • Includes lab lessons and guided reading activities • User friendly digital platform • Meets students with diverse needs
Limitations
• Does not include lab manual

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Campbell Biology: Concepts and Connections, Pearson/Savvas, 10th edition.*

11. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
• Campbell Biology: Concepts and Connections (NASTA Binding), 10th Edition, 2021- 6YR Modified Mastering (includes hardbound print copy + digital)	• Campbell Biology: Concepts and Connections (NASTA Binding), 10th Edition, 2021- 6YR Modified Mastering and Instructor Resource Access

12. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training will be provided. The cost for the professional development is included in the adoption.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Franco Canet	Mira Loma / Teacher
Colleen Kelly	Mira Loma / Teacher

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Middle Years Programme (MYP) Honors Chemistry

2. Recommended Text:

Foundations of College Chemistry 16th Edition by Hein, Arena and, Willard; 2022, Wiley Publishing

3. Rationale:

a. **Title, publisher, copyright and year of adoption of current textbook:**

Foundations of College Chemistry 12 Edition by Hein, 2007
Adopted in 2008

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Honors Chemistry materials is on cycle with the current SJUSD adoption matrix

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $21,837.40

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See Attachment A

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See attachment B for the key criteria document used for evaluation.

FEEDBACK RESULTS

9. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
• A thorough textbook that addresses students' needs for the IB MYP Honors Course. • Makes introductory chemistry accessible to students. • Well-organized, current topics, clear explanations, and easy to read • Multiple examples, practice problems and review exercises • Provides a qualitative before a quantitative approach • "Case Studies" are presented that align with MYP content and requirements. • The instructor companion site is strong and provides a great deal of questions and opportunities for assessment. • Challenge Exercises are provided at the end of each chapter for expansion of topics. • In WileyPlus, there are visualizations of key concepts with audio narration.
Limitations
• Hardbound book is not a standard option

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Foundations of College Chemistry, 16th Edition* by Hein, Arena and, Willard; 2022, Wiley Publishing

11. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
• Hein, Foundations of College Chemistry, Sixteenth Edition ePUB Set 7 Year Grades 9-12 (includes hardback print copies and digital access)	• Hein, Foundations of College Chemistry, Sixteenth Edition ePUB Set 7 Year Grades 9-12

12. What professional development will be provided for teachers? What costs will be associated with the training?

A virtual training will be provided. The cost for the professional development is included in the adoption.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
James Hill	Mira Loma / Teacher

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Middle Years Programme (MYP) Honors Physics
Middle Years Programme (MYP) Conceptual Physics

2. Recommended Text:

Physics for High School, OpenStax, 2020

3. Rationale:

a. **Title, publisher, copyright and year of adoption of current textbook:**

Conceptual Physics, Pearson, 2008
Adopted in 2009

b. **Alignment with state or district textbook cycle:**

The adoption of the MYP Conceptual Physics and MYP Honors Physics materials are on cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline

Action	Date
Formation of adoption committee and notification of publishers	November 2021
Adoption committee reviews materials	December 3, 2021 - February 18, 2022
Committee decision making and recommendation	February 18, 2022
Adoption Report II	March 16, 2022
Recommendation to Curriculum and Standards Committee	March 16, 2022
Board Discussion	April 5, 2022
Board Action	April 19, 2022
Purchase orders submitted	April 20, 2022
New materials in the classroom	August, 2022

5. Actual total cost over the life of the adoption, consumables, and professional development:

The total cost of the adoption is $6465

6. Source of funding:

The K-12 Instructional Materials Reserve (locally restricted) is the source of funding.

RECOMMENDATION PROCESS

7. List of adoption committee members:

See *Attachment A*

8. How did reviewing teachers evaluate the programs, particularly the alignment to standards?

See *Attachment B* for the key criteria document used for evaluation.

FEEDBACK RESULTS

9. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
• Aligns to appropriate content leading into International Baccalaureate physics • Content is presented in a logical sequence • Includes required materials and additional topics for extension • Support materials are very easy to access • Embedded supports for students • Includes significant formative assessment opportunities throughout each chapter • Assessments are in a variety of formats • Online version is easy to navigate and searchable • Includes supports for students with diverse needs • Includes extensive vocabulary support • End of chapter reviews, concept builders, and test practice • Online version has embedded videos and links to external resources
Limitations
• No astrophysics included in the materials • Limited summative assessments • No translations available for languages other than English

10. What were the results of the final voting and what is the recommended textbook?

The committee used the key indicators to collect evidence and make a recommendation. They were in agreement to recommend *Physics for High School, OpenStax, 2020.*

11. List all the student and teacher components of the program, both purchased and gratis.

Student Components	**Teacher Components**
• Physics for High School, OpenStax, Hardcover Version, 2020 • Online platform and PDF student edition (Freely available online)	• All instructor materials are available online

12. What professional development will be provided for teachers? What costs will be associated with the training?

Instructional support is available on the OpenStax website.

13. Curriculum Department contact for additional information: Nicole Kukral, Director of Professional Learning and Curriculum Innovation, nkukral@sanjuan.edu

14. Date submitted Report II: March 16, 2022

Attachment A: Adoption Committee Members

Committee Member	School/Role
Shannon Haynes	Mira Loma / Teacher
Scott Martinez	Mira Loma / Teacher

Category Key Indicators for MYP Honors Science Courses

Category	Key Indicators
Content/Alignment to Standards	● Reflects and incorporates the content, big ideas, and science practices from the International Baccalaureate framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	● Includes enough material to support the entirety of the course ● Presents information and instruction systematically and logically for standards, tasks, and assessments ● Includes guidance for using all components of the program to support deep and meaningful student learning (including lab activities) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience and practice in the IB style assessment format ● Assesses students in several formats for immediate follow-up instruction, practice, and review ● Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	● Provides resources and strategies that engage every student in the classroom ● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
Instructional Planning and Teacher Support	● Identifies specific objectives, instructional examples and practice opportunities in every lesson ● Provides a list of necessary instructional materials for each lesson ● Provides support/suggestions for the appropriate use of the program's technology ● Includes electronic resources that are integral to the program, not extraneous ● Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ● Technology components are easy to access and user friendly for students and teachers ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) ● Enhances student understanding in the appropriate standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	Where applicable, the materials under review— ● Do the materials accurately and equitably portray diverse religions, diverse cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and diverse gender identities? ● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles? ● Do the print and/or online materials meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

San Juan Unified School District
Curriculum and Professional Development Department

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. **Subject area or course:**

Spanish 1-4
Middle Years Programme Spanish 1-4

2. **Recommended text:**

Qué Chévere, Carnegie Learning (2020)

3. Rationale:

a. **Title, publisher, copyright, and year of adoption of current textbook:**

Spanish 1 and 2: *Realidades*, Pearson (2014), adopted in 2015
Spanish 3 and 4: *Avancemos,* Houghton Mifflin Harcourt (2013 and 2007), adopted in 2017

b. **Alignment with state or district textbook cycle:**

This adoption is on-cycle with the current SJUSD adoption matrix.

c. **Special considerations, if any:**

None

4. Adoption timeline:

Action	Date
Prescreen committee reviews available materials	April 16 - May 10, 2021
Prescreen committee selects programs for pilot	May 17, 2021
Recruitment of members for piloting committee	May 7 - 28, 2021
Notices sent to pilot committee members	May 28, 2021
Publisher presentations to pilot committee	August 2, 2021
Make up sessions for Publisher presentations to pilot committee	August 10, 11 and 19, 2021
Pilot cycle 1	August 23 - September 24, 2021
Report I to Curriculum and Standards committee	November 17, 2021
Pilot cycle 2	September 27 - October 29, 2021
Community showcase	October 7, 2021

Action	Date
Pilot cycle 3	November 1 – December 10, 2021
Online and in-person materials review for staff and community	August 23 - December 10, 2021
Adoption committee decision-making	January 24, 2022
Recommendation to Curriculum and Standards	March 16, 2022
Board discussion	April 5, 2022
Board action	April 19, 2022
Purchase orders submitted	April 30, 2022
New materials in the classroom	July 2022

5. Actual total cost over the life of the adoption for materials:

Spanish 1-4
- Student materials: $882,416.36
- Chromecarts (41): $574,000.00
- **TOTAL: $1,456,416.36**

6. Source of funding:

The source of funding for the instructional materials is the K-12 Instructional Materials Reserve (locally restricted), and the source of funding for the Chromebook carts is the Instructional Technology fund.

PILOTING PROCESS

7. List of adoption committee members:

See Appendix A

8. How did piloting teachers evaluate the programs, particularly the alignment to standards?

See Appendix B

9. In what ways were student responses solicited?

Students of piloting teachers were surveyed using an online platform in class at the end of each pilot cycle.

10. What opportunities were provided for community input?

Opportunities for the community to review the materials and provide input were publicized through district and school newsletters, on the district website, and on the district's social media platforms. There were both in-person and online opportunities for community members to view and provide feedback on the materials. Dates and events are as follows:

What	When	Where
Materials open house	October 7, 2021	Choices Charter School
Public review	October 8 - December 10, 2021	Choices Charter School
Online review	August 23 - December 10, 2021	Online

Adoption updates were also shared with the Curriculum and Standards committee through Report 1.

PILOTING RESULTS

11. Considering the needs of district students, what are the strengths and limitations of the recommended materials?

Strengths
• Program is aligned to state standards and the Framework and has been adopted by the California State Board of Education • Online materials from all levels are available to all teachers *and* students throughout the adoption, regardless of which course in which they are enrolled • Online materials are intuitive to use and there are good resources for student use • Assessments are available as both PDF and Word docs • Able to easily adjust individual student assignments/due dates/attempts • There are additional readers that provide multiple reading levels • Vocabulary is well presented, and it has a control speed for audio activities
Limitations
• iCulture product (which provides updated, authentic cultural content monthly) is not specifically aligned to program levels. • Leveled readers don't have sufficient visual support

12. What were the results of the final voting and what is the recommended textbook?

The Committee came to a consensus of all members to select *Qué Chévere* by Carnegie Learning for Spanish 1-4, and Middle-Years Programme Spanish 1-4.

13. List all the student and teacher components of the program, both purchased and gratis.

Student Components	Teacher Components
• Student edition (print) • Online student edition--all levels • 7-year online access to Passport Core for all levels • 1-year subscription for workbooks	• Teacher edition (print) • 7-year online access to supporting resources • Passport Core for all levels • Assessment program for all levels

14. What professional development will be provided for teachers? What costs will be associated with the training?

Teachers will have the opportunity to attend one day of professional learning to support implementation of the program. Multiple dates will be offered to ensure that teachers can access the professional learning.

The cost for the professional development as described above is $3,600 per day, for a total of $7,200.

15. Curriculum Department contact for additional information:

Nicole Kukral, Director, Professional Learning and Curriculum Innovation nkukral@sanjuan.edu
(916) 979-8934

16. Date submitted Report II: Draft March 11, 2022

Appendix A: List of Pilot Committee Members

Name	School/Role	Levels piloted
Karina Fielden	El Sereno/Teacher	1
Nancy Suarez-Tovar	Bella Vista/Teacher	1, 4
Joanne Williams	Casa Roble/Teacher	1
Nicole Pefley	El Camino/Teacher	1, 2
Andy Avilla	Gold River/Teacher	1
Maria Alvarado	Bella Vista/Teacher	2
Sonia Weaver	Bella Vista/Teacher	2
Magdalena Villegas-Ruiz	Casa Roble/Teacher	2, 3
Natasha Correia	Mira Loma/Teacher	2
Ana Segoviano	Mesa Verde/Teacher	3
Margarita Sanders	Mira Loma Teacher	3 and 4
Daniel Cabrera	Rio Americano Teacher	3
Ronald Maynard	Mira Loma/Teacher	4

Appendix B: SJUSD Key Indicators for Evaluating Instructional Materials

Category	Key Indicators
Content/ Alignment to Standards	• Reflects and incorporates the three modes of communication and fosters development of students' proficiency in all three modes, plus interculturality, through authentic, culturally rich, target-language instruction • Provides explicit, sequential, logical, systematic instruction and diagnostic support • Reflects accurate, current, and relevant content information
Program Organization	• Includes enough material to support the entirety of the course • Presents information and instruction systematically and logically for standards, tasks, and assessments • Includes guidance for using all components of the program to support deep and meaningful student learning • Includes helpful reference materials for teachers to use (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	• Assesses understanding and application of skills/knowledge embedded in the program • Assesses students in several formats for immediate follow-up instruction, practice, and review • Provides numerous, contextualized performance tasks for documenting learners' proficiency in each mode of communication throughout the course. • Helps teachers plan and determine the effectiveness of classroom instruction
Universal Access	• Provides resources and strategies that engage every student in the classroom • Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners • Provides resources and strategies to support students who are above grade level • Includes user friendly style/format (visual stimuli, graphics) that enhances learning • Provides a variety of activities to facilitate retention and incorporation of objectives
Instructional Planning and Teacher Support	• Teacher planning guide explaining components with alternative schedules • Identifies specific objectives, instructional examples and practice opportunities in every lesson • Provides a list of necessary instructional materials for each lesson • Provides support/suggestions for the appropriate use of the program's technology • Includes electronic resources that are integral to the program, not extraneous • Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	• Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. • Easy to access and user-friendly for students and teachers • Available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) • Program's use of technology enhances student understanding of the standards, provides opportunities to engage in communication tasks across the modes, and supports the print resources • Interactive and adaptive when possible
Social Content	Where applicable, the materials under review— • Accurately and equitably portrays diverse religions, cultures and races, various ages, people with varying abilities, as well as diverse sexual orientations and gender identities. • Emphasize diverse groups of people in varied, positive, and contributing roles. • Meet the diverse needs of all learners (English learners, students with special needs, advanced learners, learning styles, diverse cultures, etc.)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: J-2

MEETING DATE: 04/05/2022

SUBJECT: New High School Courses for 2022-2023

DEPARTMENT: Division of Teaching and Learning

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board discuss new proposed high school courses.

Action Anticipated: April 19, 2022

RATIONALE/BACKGROUND:
The proposed high school courses of study listed below are designed to ensure student choice and instructional alignment with the Strategic Plan, Local Control and Accountability Plan (LCAP), and California's State Standards. The proposed courses of study provide a high level of rigor, deeper opportunities for study, and promote college and career readiness.

Courses

Science: Environmental Science
Visual and Performing Arts: Mural Design
College Preparation Electives: College and Career Readiness

ATTACHMENT(S):
A: Presentation
B: Rationale/Background Information

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional & Student Services Committee: 03/16/2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A

Current Year Only: ☐ On-going: ☐

LCAP/STRATEGIC PLAN:
Goal: 1
Focus: N/A
Action: All
Strategic Plan: 1

PREPARED BY: Nicole Kukral, Director, Professional Learning and Innovation
Kristan Schnepp, Assistant Superintendent of Secondary Education and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

New High School Courses for 2022-2023

San Juan Unified School District
Board of Education

April 5, 2022

Nicole Kukral, Director, Professional Learning and Curriculum Innovation

New Course Request Process

Who	What
Initiator	Develops and submits (December)
School Leaders: Department chairs and site principal	Reviews, recommends changes, approves or denies (November), A-G application (February)
District Departments: Professional Learning, Assessment and Evaluation, Human Resources	Reviews, recommends changes, indicates credential required for instructor (February)
Curriculum Standards Committee	Reviews, request changes, recommends for approval (March)
Board of Education	Reviews, accepts, denies or sends back for modification (April)

Goal for New Courses

Support New Graduation Requirements By:

- Creating relevant, engaging, rigorous courses
- Ensuring new courses are A-G approved
- Ensuring new Career Technical Education (CTE) courses are A-G approved

2022-2023 New Content Courses

Science

- Environmental Science

Visual and Performing Arts

- Mural Design

College Prep Electives

- College and Career Readiness

San Juan Unified School District
New High School Courses for 2022-2023
Rationale/Background

Environmental Science (A-G):

Environment Science is a lab-based college preparatory course designed to investigate the role of humans in their environment through the use of project-based investigation, modeling, coursework, lab work, and fieldwork. Students will develop an understanding of environmental science through project-based units connected to their environment. Emphasis will be placed on resources management for a sustainable future and critical thinking skills to make informed decisions concerning complex environmental issues. The course is comprised of a series of units that each connect to a local and/or global environmental phenomena and concerns. The goal is to facilitate students' engagement with science and engineering practices to investigate the dynamic interaction that occurs between the chemical, physical, geological, and biological components of the Earth's environment; and to explore how humans interact, influence, and depend upon it. ("d") (District)

Mural Design (A-G):

Mural Design is a course that expands student creativity, collaboration and leadership skills, and the social application of art in profound ways. Each semester is divided up into intensive investigations and applications of the mural creating process, which includes building fine art skills, finding individual and collective artistic voices, creating, and defending work at a public exhibition, and collaborating in groups to execute an interior or exterior mural. Students will study techniques in drawing and painting, beginning the year with human portraitures, then transition into small group paintings on canvas that will be housed in a public venue for an exhibition, and finally work together in larger groups to create a design for a mural that will be painted within the school or surrounding community. Each production of art includes an artist statement written by each student to explain the meaning of the work, make connections to other influences and artistic movements, and help express personal beliefs and ideas on greater social issues. ("f") (Encina)

College and Career Readiness (A-G):

College and Career Readiness is designed to aid students in making and achieving their post-secondary goals. Emphasis is placed on research and exploration while building digital literacy, critical thinking, and college-level writing skills. Resumes, college applications, interview skills, and budgeting are all part of the integrated, inter-disciplinary curriculum. ("g") (Del Campo)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: J-3

MEETING DATE: 04/05/2022

SUBJECT: Board Meeting Dates 2022-2023

CHECK ONE:

For Discussion:	☐
For Action:	☒
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed board meeting dates for the 2022-2023 school year.

RATIONALE/BACKGROUND:
Regular board meetings are held on the second and fourth Tuesday of each month, unless noted otherwise. There are no board meetings held in July. Due to the holiday and winter break, the superintendent is proposing that one (regular) meeting be held during the months of November and December. The December meeting must take place after the second Friday in December in order to comply with the provisions of AB 2449.

August 9, 2022	February 14, 2023
August 23, 2022	February 28, 2023
September 13, 2022	March 14, 2023
September 27, 2022	March 28, 2023
October 11, 2022	April 11, 2023
October 25, 2022	April 25, 2023
November 15, 2022 *(3rd Tuesday)*	May 9, 2023
December 13, 2022	May 23, 2023
January 10, 2023	June 13, 2023
January 24, 2023	June 27, 2023

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 03/28/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only: ☐ On-going: ☐

LCAP/STRATEGIC PLAN:
Goal: N/A
Focus: N/A
Action: N/A
Strategic Plan: N/A

APPROVED BY: Kent Kern, Superintendent of Schools KK

:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2021-2022

APRIL 19 *(3rd Tuesday)*

Recognition: School Bus Driver's Appreciation Day (Apr. 26) – A	Oropallo
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 11) – A	Calvin
Technology Update – R	Skibitzki
SJSA Initial Bargaining Proposal 2022-2023 – D	Thigpen
SJPEC Proposed Interests for 2022 Reopener Negotiations – D	Thigpen
Williams Complaint Report – R	Simlick
*Audit Report for Measures J, N, P and S – A	Stahlheber
*Instructional Materials Adoptions – A [Discussed 04/05/22]	Schnepp
*New High School Courses – A [Discussed 04/05/22]	Schnepp

MAY 10

Recognition: California Day of the Teacher (May 11) – A	Oropallo
Recognition: Classified School Employee Week (May 15-21) – A	Oropallo
Career Technical Education Update – R	Schnepp
A-G Completion Improvement Grant – R	Schnepp
SJSA Initial Bargaining Proposal 2022-2023 – PC	Thigpen
SJPEC Proposed Interests for 2022 Reopener Negotiations – PC	Thigpen
Developer Fees Increase and Study – D/A	Camarda
Hearing Officer's Recommendation-2022 RIF (if applicable) – A	Simlick
*Approval of CTE 2022 Advisory Committee Roster – A	Schnepp
*Head Start/Early Head Start COLA Funding Allocation 2022-2023 – A	Townsend-Snider

MAY 24

Recognition: National Science Bowl (if applicable) – A	Schnepp
Recognition: Science Olympiad (if applicable) – A	Schnepp
Recognition: Academic Decathlon (if applicable) – A	Schnepp
Expanded Learning Opportunities Program (ELO-P) Plan – R	Calvin
*Head Start/Early Head Start Contract Resolution FY 2022-2023 – A	Townsend-Snider

JUNE 14

School Climate: Parent-Staff-Student Voice – R	Bassanelli
Public Hearing: LCAP – D	Bassanelli
Public Hearing: LCAP/Choices Charter School – D	Ginter
Universal Prekindergarten Planning and Implementation – D	Townsend-Snider
Public Hearing: Adoption of the 2022-2023 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
*CIF Superintendent Designation of Representatives 2022-2023 – A	Schnepp

JUNE 28

LCAP – A [Public Hearing 06/14/22]	Bassanelli
LCAP Choices Charter School – A [Public Hearing 06/14/22]	Ginter
Universal Prekindergarten Planning and Implementation – A [Discussed 06/14/22]	Townsend-Snider
Adoption of the 2022-2023 Budget – A [Public Hearing 06/14/22]	Stahlheber
*Consolidated Application, Spring Report 2021-2022 – A	Calvin
*2021-2022 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2020-2021 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber

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